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ABSTRACT

This paper describes a workshop for pupil personnel workers inaugurated to formulate statewide goals and objectives for Pupil Personnel Services in the public schools of Connecticut. Separate workshops were held for urban and suburban pupil personnel teams. Included in the report is a rationale for the workshops, a day-by-day schedule of workshop activities, samples of letters sent to participants, a project design flow chart and samples of all workshop materials. (HMV)

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A REPORT OF A PROGRAM FOR IDENTIFYING GOALS AND BEHAVIORAL OBJECTIVES OF REPRESENTATIVE PUPIL PERSONNEL PROGRAMS IN THE PUBLIC SCHOOLS IN CONNECTICUT

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April 21, 1975

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STATE OF CONNECTICUT
STATE DEPARTMENT OF EDUCATION
Box 2219 — Hartford, Connecticut 06115

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Your interest in this report is solicited. For both accountability and better ways of communicating are crucial issues in education as inflation, recession and taxpayer revolt bring pressures upon us as educators to produce evidence that our professional efforts contribute to the educational growth of children.

The participants of the workshops described in this report responded to the need for accountability with impressive involvement, dedication, skill and personal commitment to the product. The process involved, and the obtained product is shared as completely as possible in the hope that local agencies and fellow professionals at all levels will find useful methodology and potential items in developing goals and objectives for their own use.

The product which has been developed for consideration in Connecticut for pupil personnel services will be shared with other professional groups for the purpose of developing a wide base of consensus on the goals to be used. A needs analysis study based on these goals will ultimately lead to planned strategies for improving pupil personnel services, as well as a baseline for an evaluation process.

C H. Steinberger

C. H. Steinberger, Coordinator
Pupil Personnel Unit

INTRODUCTION

In January of 1975, Clarence H. Steinberger of the Bureau of Pupil Personnel and Special Educational Services, State Department of Education and W. L. Tilley, Coventry, Connecticut met to discuss the means for identifying statewide goals and objectives of Pupil Personnel Services in the public schools of Connecticut.

It was agreed that a series of regional invitational workshops for urban and suburban pupil personnel teams financed by Title III monies would best accomplish this task and a proposal was submitted via the East Hartford Public Schools in late January.

The proposal included the following:

Need: To expedite the implementation of a system of accountability for the pupil personnel services programs of the public schools of Connecticut, it is necessary for the school districts in cooperation with the SDE to identify a list of goals and behavioral objectives which would contribute to an effective and comprehensive unit of pupil personnel services.

Goal: To compile a list of objectives of pupil personnel services stated in student behavioral outcome terms as identified by a representative sample of school districts in Connecticut.

Objectives:

1. By February 10th, ten to fourteen towns or cities will be identified by SDE to be involved in the program by designating three or four pupil personnel team members who will participate and will represent each of three disciplines: guidance, social work and psychology.

2. Letters of acknowledgement with specific explanation and request for goals and objectives data will be sent to those participating.

3. A data search of identified goals and objectives of systems outside of Connecticut will be made during the month of February.

4. Synthesized data will be mailed to participants one week before the workshop.

5. On March 20th and 21st, teams from suburban school districts will meet. On March 24th and 25th, teams from urban school districts will meet. They will learn the fundamentals of management by objectives and the techniques of writing behavioral objectives. They will review the search data provided, select applicable objectives, and other objectives and establish an order of priority.

6. Results of the two-day workshops will be summarized and duplicated.

7. Participants will spend one day, during the first week in April, reviewing and refining their product, considering implementation plans and strategies and identifying accountability issues.

8. A final report of the process and products will be presented to the SDE in April.

Pre-Workshop Planning

On approval and funding of the proposal in early February, Wilson L. Tilley, director and Leonard R. Porsari, consultant, collaborated with Clarence H. Steinberger and Claire B. Gallant of the State Department of Education to implement the objectives as stated.

Nineteen professionals from five urban school districts and eighteen professionals from six suburban school districts ultimately participated in the three workshop days in March and April. Identification of these persons with their role and community represented appears in Appendix A.

A letter of acknowledgement to these participants was sent from the State Department of Education. (See Appendix B)

We would like to acknowledge and thank the communities for the materials submitted to us as pre-workshop data.

A review of data included files of the Connecticut State Department of Education; Orange County, Santa Ana, California; California Guidance Association Monograph Service No. 4, Fullerton, California; ERIC; Project Sage Final Report, Bedford, Massachusetts.

A study of several Management By Objectives books, articles and instructional approaches were made as well as an analysis of various guidelines, techniques and skills involved in group process.

As a result of this data review a packet of materials were developed and sent to all participants before the workshop to allow them to prepare for the work ahead. (See Appendix C)

WORKSHOP RATIONALE

The three day workshop design addresses itself to several important issues. First, we wanted the participants to feel comfortable enough with each other to have an open and honest dialogue about important issues. Various grouping patterns, encouragement of personal, structured feedback, and modeling of open and honest communication supported this issue. Second, we wanted to take the wide and varied backgrounds of the participants with M.B.O. elements and focus them on a common vocabulary and set of standards for writing goals and objectives. A presentation of major definitions and an elaboration of workshop standards on the first day helped to set a common ground. Lecturettes at the start of each new task and a review at the end of the third day helped keep a focus on the immediate tasks and to avoid definitional conflicts. Third, we wanted to increase the participants' skills in the areas of goal and objective writing. Lecturettes, team feedback, product sharing and question-answer periods helped build skills. Fourth, we wanted the participants to sincerely feel that each one had made a significant contribution to the final product. The

participatory small group model helped to maximize this feeling of ownership. Every effort was made to minimize non-participant contributions. Lastly, we wanted to have the participants motivated by their experience to go out and continue their work at the local level. The entire workshop design contributed toward this end and this report is presented in a manner which facilitates local M.B.O. development activities.

THE DESIRED PRODUCT

It was hoped that a group of approximately twenty adults representing three disciplines (i.e., school psychology, counseling, social work) could come together and work effectively for three days. The participants were to develop a list of goal statements for Pupil Personnel Services, write sample behavioral objectives for each goal and then prioritize the goal statements. The final product of prioritized goals with their related objectives was then to serve as a guide in both local and state M.B.O. activities in the future. The product was achieved and is presented in this report in the order that it was developed.

THE PROCESS

In order to present the reader with a complete and accurate knowledge of the process and its resulting product, each workshop day will be presented.

A copy of the workshop design is presented separately in Appendix D. Working materials and visuals from the workshop are to be found in Appendix E.

Day 1, A.M. Session

Participants were introduced to each other by means of a non-verbal, self disclosing exercise. At the conclusion of this initial experience, a brief introduction to feedback concepts and analysis of teamwork was presented.

Approximately an hour and a half was then spent on reviewing pre-workshop materials, specifying the three day plan, discussing basic definitions and concepts, introducing M.B.O. model concepts. After a short break, participants were asked to group by specialty (i.e., counselor, school psychologist or social worker) and instructed on brainstorming. They were then asked to brainstorm a list of all those activities performed in their jobs. They then eliminated unreal or duplicated items, prioritized and presented their product: an analysis of individual group behavior, utilizing feedback skills was then conducted.

Suburban Product
Day 1, A.M. Session
Activity List

COUNSELOR ACTIVITY LIST

Group 1 (most imp.)
- .Group counseling
- .Individual counseling
- .Course selection/program adjustment
- .Career education/counseling
- .Value clarification
- .Workshops
- .Decision-making
- .Self awareness
- .Consultant to teachers, students, administrators

Group 2
- .Curriculum development
- .Administration/interpretation/evaluation of program
- .Pupil profiles
- .Orientation
- .College selection
- .Articulation
- .Scholarships/awards
- .Public relations
- .Parent counseling

Group 3
- .Acquisition of materials
- .Meet college representatives

Other:
- .Referrals to in-school and out-of-school agencies
- .Cumulative files
- .Coordination of agencies
- .Writing letters of recommendations
- .Check on graduation requirements
- .Registration of new students/withdrawals
- .Follow-up studies
- .Budget preparation
- .Teacher awareness groups
- .System committees
- .Drug education
- .Sex education

SCHOOL PSYCHOLOGIST ACTIVITY LIST

1. Individual assessment
   - Observation
   - Evaluate - Interview
   - Learning environment
   - Interpret results to parents/teachers (P.P.T.)
2. Assessment
3. Consultation
4. Facilitate implementation of recommendations
5. Follow-up
6. Developing prescriptions for referrals

SCHOOL PSYCHOLOGIST ACTIVITY LIST (CONT.)

7. Role on P.P.T.s
8. Public information
9. Workshops - informational, inservice
10. Report writing and record keeping
11. Participate in policy formulation
12. Humanizing educational process through curriculum et al
13. Professional involvement and growth
14. Teaching
15. Research
16. Coordinate services with outside agencies

SOCIAL WORKER ACTIVITY LIST

1. Child advocacy
2. Social and Educational systems change
   - *Identify unmet needs of students and system
   - *Curriculum development and educational planning
   - Affective education
   - *Evaluation programs
3. Consultation
   - Improve teacher/administration relations
   - Faculty counseling
   - *Mediating model
   - Mental health concepts
   - Class advisor
   - Reach all teachers
   - *Assure administrators and teachers
   - Understand social worker role
4. Social work intervention
   - A. Direct service
     - Interview
     - Home visits
     - Treatment
     - Referrals
     - Interpret family to school
   - B. Group services
     - Child groups
     - Class meetings
     - Parent groups
     - Teacher groups (inservice)
     - Administrator
     - Mental health concepts
5. P.P.T. and special education
   - Educational planning
   - *Interpret family to school and vice versa
   - Private school
   - Diagnosing educational problems
   - *Coordination
6. School-community relations
   - Develop school-community relations and resources
   - Referrals
   - Interpretation of special education to community
   - Welfare and agency liaison
   - Publish activities - local press
   - Make professional literature available
7. Special professional responsibilities
   - Supervision and field instruction
   - Participate in professional organizations
   - Professional literature and make it available

Day 1, P.M. Session

A short presentation was made about specific characteristics of goal statements. Definition of a goal statement was reviewed from the March 7th mailing and distinction made between Mission Statements and Goal Statements. Groups were then formed from each of the specialties. Participants from the same city or town were not placed in the same group. Groups worked independently for one and a half hours to develop a list of goal statements for Pupil Personnel Services. These products were then shared and major categories developed to help organize the data for the following day. The afternoon work was then processed within each group. Questions and answers about the product and the next day's activities were exchanged.

Suburban Product
Day 1, P.M. Session
Goal Statements

A goal of pupil personnel services:

1. Students demonstrate acceptance of self and others and life style each chooses.
2. Students who like themselves.
3. Students with acceptance of themselves.
4. Develop insight and understanding of self to be used as a basis for ongoing emotional growth.
5. Demonstrates an acceptance of himself and the lifestyle he chooses to enter.
6. Values others with positive appreciation.
7. Are aware of and respond to the feelings and goals of others.
8. Students with greater insight and understanding of self.
9. Students who enjoy school.
10. Students will effectively interact with forces of the family, community and school.
11. Students with coping and survival skills.
12. Students with successful experiences in school.
13. Students with skills necessary for responsible citizenship.
14. Perceive the school setting as a "nourishing" environment.
15. Accepts his strengths and weaknesses and develops his goals accordingly.
16. Demonstrates self-accepted values essential to family/community life.
17. Use opportunities to develop positive self image.
18. Students with awareness of and ability to respond to the feelings and goals of others.
19. Students learning to the best of their ability.
20. Students with decision-making skills.
21. Students with communication skills.
22. Students communicating openly and honestly.
23. Students with competency in decision-making and problem solving.

24. Receive objective assessment of his academic achievements.

25. Communicates effectively.

26. Actively participates in collaborative decision-making within his environment.

27. Have realistic self-appraisals of academic abilities and potential.

28. Students with the ability to communicate effectively.

29. Students who understand and appreciate individual and group differences.

30. Students with self awareness.

31. Students have responsibility for their own behavior.

32. Students prepared to make life decisions.

33. Students with greater educational awareness.

34. Develop realistic goals - school, career and life.

35. Recognizes feelings and emotions as part of life situations.

36. Takes responsibility for himself as a member of his community.

37. Effectively utilize all educational services available to them.

38. Students with realistic educational and vocational goals.

39. Students actively participating in the educational process.

40. Students with maximum cognitive and affective growth.

41. Students with accurate self-concept in the educational system.

42. Students with emotional maturity.

43. Students effectively interacting with his environment.

44. Are aware and understand all available school programs.

45. Demonstrates the application of knowledges and skills to everyday life.

46. Demonstrates cognitive growth and recognizes its relationship to affective growth.

47. Make curriculum selections designed to foster individual potentials and acquaint him with the social benefits thereof.

48. Students prepared to make life decisions.

49. Students understand all the ramifications of the world of work.

50. Students functioning in an atmosphere of open communication.

51. Students prepared to make career decisions.

52. Have an active role in collaborative decision-making within his setting.

53. Demonstrates skills, knowledge, and values necessary for responsible citizenship.

54. Demonstrates competency appropriate for him in solving, educational, social/personal problems through planning, decision-making, implementing decisions and evaluation.

55. Have effective communications with parents, staff and administration.

56. Students with increasing self awareness.

57. Students see all school personnel as accepting of them.

58. Students will effectively interact with forces of the family, community and school.

59. Achieves education at his age and ability level.

60. Demonstrates abilities, aptitudes, habits, and attitudes which enable him/her to function in a career.

Urban Product
Day 1, P.M. Session

GOAL STATEMENTS BY CATEGORIES

A. PHYSICAL DEVELOPMENT

1. Students who successfully complete tasks.
2. Students with maximum physical growth.

B. COGNITIVE DEVELOPMENT

1. Student who makes independent decision.
2. Students who are aware of personal strengths and weaknesses.
3. Students who listen effectively.
4. Students who recognize their academic potentials.
5. Students who use information well to make career choices.
6. Students who use information well to make curriculum choices.
7. Student's development of leisure time activities within school and within the community.
8. Students who are aware of the world of work.
9. Students who successfully complete tasks.
10. Students who achieve maximum use of their learning potential.
11. Students who recognize and use their creative potential.
12. Students who understand the interdependent relationships within society.
13. Students who understand the world of work.
14. Students who understand their cognitive strengths and weaknesses. (Include psychomotor)
15. Students who have effective decision-making skills.
16. Students who have effective problem solving skills.
17. Students with effective decision making and problem solving skills.
18. Students with maximum cognitive growth.
19. Students who take responsibility for their own learning.
20. Students with an understanding of world of work.

(Cognitive Development - Cont.)

21. Students who make maximum use of abilities in learning process.
22. Students with decision making and problem solving skills.
23. Student who is able to prepare for the future. (Education, work, parenthood)
24. Student with leisure time and recreational activities.
25. Student with non-academic talents. (Art, music, drama, crafts, athletics, etc.)
26. Students with knowledge of adult, parental, and familial roles.
27. Student who is aware of community resources.
28. Students who have self understanding. (Aptitude, achievements, interests)
29. Student who can learn from his own experience.
30. Students who are imaginative.
31. Students who are creative.
32. Student who has an awareness of his own capabilities.

C. AFFECTIVE DEVELOPMENT

1. Students who are sensitive to the needs of others.
2. Students who have satisfying school experience.
3. Students who are secure enough to utilize their native ability.
4. Students who exhibit their feelings in a constructive manner.
5. Students who are self motivated.
6. Students who demonstrate a positive self-image.
7. Students who recognize and use their creative potential.
8. Students who accept handicaps and develop strategies to minimize their limitations.
9. Students who understand their own emotional states.
10. Students with appropriate age level maturity.
11. Students with maximum affective growth.
12. Students with self-motivation for learning.
13. Students with self awareness.
14. Students with positive self image.

(Affective Development - Cont.)

15. Students with self awareness.
16. Students with self control.
17. Students with responsibility.
18. Students with self direction.
19. Students who are self motivated.
20. Student who trusts.
21. Student who can accept and recognize individual differences.
22. Student who is in touch with his feelings.
23. Students who achieve maximum emotional development.
24. Students who have self understanding (aptitude, achievements, interests).
25. Student who is content.
26. Student with a sense of humor.
27. Students who are independent.
28. Students who are imaginative.
29. Students who are creative.
30. Student who has positive feelings about himself.
31. Student who has experienced success in his education.
32. Student who has an understanding of his own personal needs.
33. Student who is self reliant.
34. Student who has an on-going interest in learning.
35. Student who understands and accepts responsibilities for his behavior.

D. COPING SKILLS

1. Students who are able to cope with strengths and weaknesses.
2. Students who have ability to bring about constructive change in their environment.
3. Students who communicate effectively. (Parents, peers, school staff)
4. Students who are able to influence their environment positively.
5. Students who demonstrate skills for productive living.

(Coping Skills - Cont.)

6. Students who demonstrate skills necessary for leisure living.
7. Students who accept handicaps and develop strategies to minimize their limitations.
8. Students who have effective problem solving skills.
9. Students with coping skills.
10. Student who is able to use good decision making techniques.
11. Student who is able to overcome his weaknesses.

E. INTERPERSONAL RELATIONS

1. Students have effective communication within the school.
2. Students who are aware of individual differences.
3. Students who are able to share strengths with others.
4. Student's demonstration of effective communication skills.
5. Students who are able to communicate with their parents.
6. Students who demonstrate effective interpersonal relationships.
7. Students who communicate effectively. (Parents, peers, school staff)
8. Students who function effectively in groups.
9. Students with effective interaction with community.
10. Students with effective interaction with school.
11. Students who are supportive of their peers.
12. Students who utilize community resources.
13. Students with maximum social growth.
14. Students with positive human relationships.
15. Students with effective communication skills.
16. Students with leadership abilities.
17. Students with productive group skills.
18. Students with effective interaction with family.
19. Students who interact with other pupils.
20. Student who is sensitive to interpersonal relationships.

(Interpersonal Relations - Cont.)

21. Students who achieve maximum social development.

22. Student who is able to relate to others in a positive way.

23. Student who has an understanding of other's needs.

24. Student who uses effective communication skills.

25. Student who is aware of socially appropriate behaviors.

F. SCHOOL ATMOSPHERE (Affective)

1. Student feels free to use services.

2. Students who are aware of the school's social structure.

3. Students with an atmosphere of open and honest communication among teachers and students.

4. Students who feel school is a caring place.

5. Students with effective interaction with school.

6. Students who utilize school resources.

7. Students who are accepted by others. (Administration, staff, peers)

8. A school environment with an atmosphere of concern for human welfare.

9. A school environment that is mentally healthy and an atmosphere that is humane.

10. A school environment with mutual respect and dignity.

11. A school environment that is non-competitive.

12. Students who can learn in a non-threatening situation.

13. A student who has positive feelings about the school environment.

G. PHYSICAL ENVIRONMENT

1. Students who have knowledge of school curriculum.

2 Students aware of avilable services.

3. Students who participate in total school program.

4. Students who be aware of restrictions set for the benefit of the whole.

5. Students with knowledge and understanding of school environment and structure.

6. Students with an understanding of school policy.

H. VALUE DEVELOPMENT

1. Student who appreciates other people.
2. Students who are aware of the value of school.
3. Students who develop an appreciation that education is a lifetime experience.
4. Students with appreciation of individual differences.
5. Students who demonstrate a positive self image.
6. Students who appreciate aesthetics.
7. Students who demonstrate and value moral commitment.
8. Students who are responsible for their own behavior.
9. Students who appreciate and accept ethnic, religious and cultural diversity.
10. Students with socially responsible behavior.
11. Students who are supportive of their peers.
12. Students who accept themselves and others life styles.
13. Students with positive human values.
14. Students with positive educational goals.
15. Students who take responsibility for their own behavior.
16. Students with maximum utilization of leisure time activities.
17. Students who are able to develop a value system.
18. Students who are aware of alternate value system.
19. Students who understand alternate life styles.
20. Students who understand alternate ways of doing things.
21. Student who can stand on his own convictions in light of peer pressure.
22. Students who are independent.

Day 2, A.M. Session

Participants were asked to form the groups they had the previous afternoon. Time was taken to focus on their feelings and thoughts about the first day's work and to share any ideas they might have had about the work in general. New teams were then formed which represented at least one member from each of the teams that developed goals at the end of the first day. These teams were instructed to go through the total list of goals developed the previous day to eliminate duplications, to regroup and/or reword goals and then to prioritize the remaining goal. At the end of two hours, each group was ready to present its goals in order of importance. A team was selected randomly to present its top priority goal. A member of that team would present its top priority goal to the rest of the groups by writing it on newsprint. That member would then ask other groups to contribute similar goals. Once these goals were written on newsprint, the entire group came to a decision about which wording was to be accepted. Teams continued to share goals until all those goals which were considered important by the group were accepted.

Suburban Product
Day 2, A.M. Session
Final Goal Statements

A goal of pupil services is:

A. STUDENTS WHO COMMUNICATE EFFECTIVELY.

B. STUDENTS PREPARED TO MAKE APPROPRIATE LIFE DECISIONS.

C. STUDENTS WHO VALUE THEMSELVES.

D. STUDENTS WITH UNDERSTANDING AND CONSIDERATION OF OTHERS.

E. STUDENTS WHO ACCEPT RESPONSIBILITY FOR THEIR BEHAVIOR.

F. STUDENTS WITH SKILLS IN DECISION-MAKING AND PROBLEM SOLVING.

G. STUDENTS WITH AWARENESS, INSIGHT AND UNDERSTANDING OF SELF TO BE USED AS A BASIS FOR ONGOING GROWTH.

H. STUDENTS WITH SUCCESSFUL EXPERIENCES IN SCHOOL.

Urban Product
Day 2, A.M. Session
Final Goal Statements

A goal of pupil services is:

A. Students who achieve their potential.

B. Students with effective decision-making and problem solving skills.

C. Students who are prepared for the future.

D. Students with self-awareness.

E. Students with effective communication skills.

F. Students who demonstrate effective interpersonal relationships.

G. Students who accept their handicap and develop strategies to cope with them.

H. Students with a positive self image.

I. Students with constructive adaptive skills.

J. Students who are self motivated.

K. Students who have positive feelings about the school environment.

L. Students who value physical health and development.

M. Students with a positive value system.

N. Students who understand and accept responsibility for their behavior.

O. Students with effective interaction with community, school and family.

P. Students who appreciate that education is a life-time experience.

Q. Students who develop leisure time skills.

ADOPTED GOALS

A goal of pupil services is:

A. Students who achieve their potential.

B. Students with effective decision-making and problem solving skills.

C. Students who are prepared for the future.

D. Students with self-awareness.

E. Students with effective communication skills.

F. Students who demonstrate effective interpersonal relationships.

G. Students who accept their handicap and develop strategies to cope with them.

H. Students with a positive self image.

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J. Students who are self motivated.

K. Students who have positive feelings about the school environment.

L. Students who value physical health and development.

M. Students with a positive value system.

N. Students who understand and accept responsibility for their behavior.

O. Students with effective interaction with community, school and family.

P. Students who appreciate that education is a life-time experience.

Q. Students who develop leisure time skills.

Day 2, P.M. Session

The afternoon began with a review of Behavioral Objective statements. Examples of student referenced behavioral objectives as they related to given goal statements were presented. Teams comprised of professionals from the same town or city were formed. Teams were instructed to write at least three behavioral objectives for each of the goals. From time to time sample products were shared. Two hours were devoted to this activity. Time was then taken to process reactions to the afternoon process and the product.

Urban Product
Day 2, P.M. Session
Behavioral Objectives

ADOPTED GOALS

GOAL STATEMENT #A STUDENTS WHO ACHIEVE THEIR POTENTIAL.
OBJECTIVES:

1. Students will demonstrate educational achievement commensurate with his/her ability in each area.

2. Students will identify an interest in the creative arts.

3. Students will demonstrate an understanding of their academic abilities.

4. Students will recognize and use their creative potential.

5. Students will recognize and use his physical abilities.

6. Students will identify emotional needs.

GOAL STATEMENT #B STUDENTS WITH EFFECTIVE DECISION-MAKING AND PROBLEM SOLVING SKILLS.
OBJECTIVES:

1. Given a situational problem the student shall demonstrate effective decision making.

2. Students will demonstrate a knowledge of appropriate problem-solving techniques.

3. Students will use effective problem-solving techniques in making major life decisions.

GOAL STATEMENT #C STUDENTS WHO ARE PREPARED FOR THE FUTURE.
OBJECTIVES:

1. Students shall identify one or more careers.

2. Students will demonstrate knowledge of familial role.

3. Students who understand the world of work.

4. Students who have a knowledge of the educational opportunities available to them.

5. Students who understand the responsibilities involved in family life and parenthood.

GOAL STATEMENT #D STUDENTS WITH SELF-AWARENESS.
OBJECTIVES:

1. Students will be able to identify their strengths and weaknesses.

2. Students will identify special interests.

STUDENTS WITH SELF-AWARENESS (CONT.)

3. Students will be able to express his present feeling state.

4. Students who are aware of their personal strengths and weaknesses.

5. Students will use their personal strengths in effectively relating to life situations.

6. Students will develop strategies for coping with their personal weaknesses.

GOAL STATEMENT #E STUDENTS WITH EFFECTIVE COMMUNICATION SKILLS.
OBJECTIVES:

1. Students will demonstrate communication skills in the areas of reading.

2. Students will demonstrate communication skills in listening.

3. Students will demonstrate communication skills in the area of verbal expression.

4. Students will demonstrate communication skills in the area of writing.

5. Students will demonstrate a knowledge and use of a variety of communication techniques.

6. Students who use their communication skills effectively in a variety of situations.

GOAL STATEMENT #F STUDENTS WHO DEMONSTRATE EFFECTIVE INTERPERSONAL RELATIONSHIPS.
OBJECTIVES:

1. Students who demonstrate that they can function effectively in a group.

2. Students who demonstrate their sensitivity to the needs of others.

3. Students are able to communicate feelings in a constructive manner.

4. Students who accept divergent value systems in relating to others.

5. Students who have a knowledge of and constructively use techniques of relating.

GOAL STATEMENT #G STUDENTS WHO ACCEPT THEIR LIMITATIONS AND DEVELOP STRATEGIES TO COPE WITH THEM.
OBJECTIVES:

1. Students who can demonstrate their ability to accept their limitations.

2. Students will identify handicapping conditions which interfere with the performance of life's tasks.

3. Students will have knowledge of and use constructive techniques in dealing with their handicapping condition.

GOAL STATEMENT #H STUDENTS WITH A POSITIVE SELF IMAGE.
OBJECTIVES:

1. Student will cite reasons why others value his friendship.
2. Student will verbalize satisfaction with his accomplishments.
3. Student will verbalize satisfaction with himself.
4. Students who will formulate a constructive life style.
5. Students will demonstrate confidence in themselves under stressful situations.
6. Students who demonstrate an ability to maintain their personal values under environmental pressures.

GOAL STATEMENT #I STUDENTS WITH CONSTRUCTIVE ADAPTIVE SKILLS.
OBJECTIVES:

1. Students will state how he satisfactorily overcame a recent problem situation.
2. Student will list strategies for minimizing his particular limitations.
3. Students will demonstrate a knowledge of a variety of adaptive skills.
4. Students will utilize constructive adaptive skills in stressful situations.
5. Students list five ways he has used to meet teacher criticism.

GOAL STATEMENT #J STUDENTS WHO ARE SELF MOTIVATED.
OBJECTIVES:

1. Student selects and completes unassigned tasks.
2. Student will list activities he chooses to voluntarily participate in.
3. Student completes assigned tasks with a minimum of direction.
4. Students who initiate activities in response to their own needs.
5. Students who initiate their own learning projects.
6. Students who independently complete assigned tasks.
7. Student begins next work on entering room and completes on time.
8. Student volunteers to assist others.
9. Student draws up a study schedule.
10. Student who carries out an independent project.

GOAL STATEMENT #K STUDENTS WHO HAVE POSITIVE FEELINGS ABOUT THE SCHOOL ENVIRONMENT.
OBJECTIVES:

1. Student will list positive aspects of school.
2. Student will participate in voluntary school activities.
3. Student will attend school regularly.
4. Student will report on his involvement in school.
5. Student will contribute his talents and skills to the school.
6. Students who demonstrate positive interactions with the school staff.
7. Students who demonstrate responsible behavior towards the school physical plant.
8. Student attends school.
9. Student lists five things the school has done for him.
10. Student initiates requests for tutorial assistance.

GOAL STATEMENT #L STUDENTS WHO VALUE PHYSICAL HEALTH AND DEVELOPMENT.
OBJECTIVES:

1. Student will identify personal health habits.
2. Students will list his goals for improved physical development.
3. Students will participate regularly in physical activities.
4. Student will identify the health resources in the community.
5. As result of charting his/her physical growth, the student will indicate ways he can improve nutrition and exercise.
6. Student will define his good health habits.
7. Students will reject known dangers to physical health and development.
8. Students will recognize the various dangers to physical health and development.
9. Student gathers information on results of dietary habits.
10. Student formulates life long exercise program.
11. Student passes school physical fitness test.

GOAL STATEMENT #M STUDENTS WITH A POSITIVE VALUE SYSTEM.
OBJECTIVES:

1. Students will identify values commonly held by the student body that they subscribe to.

STUDENTS WITH A POSITIVE VALUE SYSTEM (CONT.)

2. Student will identify his present values (e.g., he/she will list in rank order, people whom he values.)

3. Student will list the ethnic composition of his community.

4. Student will report on three religions and/or minority cultures.

5. Students will demonstrate a knowledge of a variety of value systems.

6. Students will choose and use a constructive value system.

7. Student lists five things he considers to be beautiful.

8. Student compares two (cultures) (religions).

9. Student identifies one personal value that he has acted on.

GOAL STATEMENT #N STUDENTS WHO UNDERSTAND AND ACCEPT RESPONSIBILITY FOR THEIR BEHAVIOR.
OBJECTIVES:

1. Students will explain the consequences of his behavior.

2. The student will accept the consequences his behavior elicits.

3. Student will list the reasons for his regular school attendance.

4. Student will select and assume responsibility for a task involving classroom management.

5. Given a situation students will list socially appropriate behavior.

6. Students will formulate a plan for handling inappropriate behavior.

7. Students will understand the cause and effect relationship of their behavior.

8. Students will accept responsibility for and the consequences of their behavior.

9. Student describes a code of personal behavior.

10. Student describes consequences of specific school behavior.

11. Students describe why we need laws, rules and regulations.

GOAL STATEMENT #O STUDENTS WITH EFFECTIVE INTERACTION WITH COMMUNITY, SCHOOL AND FAMILY.
OBJECTIVES:

1. The student will make constructive contributions to the families living environment.

STUDENTS WITH EFFECTIVE INTERACTION WITH COMMUNITY, SCHOOL AND FAMILY (CONT.)

2. Students who are aware of how they are perceived by their family.

3. Students will participate in community groups, civic clubs, etc.

4. Student will participate in a community betterment project.

5. Students will demonstrate an understanding of school policy.

6. Student will list those activities he has participated in the community - (list those activities you feel you have been effective in).

7. Student will describe the effectiveness of his school-community council.

8. Students who demonstrate an effective role within community, school and family.

9. Students will have an understanding of the dynamics of interaction and interdependence within community, school and family.

10. Students investigate one community service and reports on it.

11. Students contribute to classroom discussion.

12. Students will list their home responsibilities.

GOAL STATEMENT #P STUDENTS WHO APPRECIATE THAT LEARNING IS A LIFE-TIME EXPERIENCE.
OBJECTIVES:

1. On a follow-up survey, graduates will indicate involvement in new learning situations.

2. Student will indicate five things he plans to learn after terminating his formal education.

3. Student will state three reasons why his education will not terminate with his leaving school.

4. Student identifies learning opportunities in the community.

5. Student will indicate learning activities in the community he has participated in.

6. Students will demonstrate skill in independent learning.

7. Students who demonstrate an understanding that education is an ongoing process.

8 Students who can plan ahead for continuing education.

9. Student will indicate they plan to extend their formal education.

10. List four things learned outside of school.

STUDENTS WHO APPRECIATE THAT LEARNING IS A LIFE-TIME EXPERIENCE (CONT.)

11. Student will describe one thing he has taught himself to do.

GOAL STATEMENT #Q STUDENTS WHO DEVELOP LEISURE TIME SKILLS.
OBJECTIVES:

1. The student will participate in the school's extra curricular activities program.
2. Student will participate in Aesthetic Activities.
3. Students who utilize community recreational facilities.
4. Students will participate in physical activities.
5. Student will develop relevant leisure-time activities.
6. Student will explore available activities.
7. Students will be able to identify his leisure interest and skills.
8. Students who have a knowledge of the variety of constructive leisure time activities.
9. Students who develop appropriate leisure time skills.
10. Each student participates in one extra-curricular activity.
11. Each student will learn one life time sport.
12. Student develops one or more non athletic hobby.

Suburban Product
Day 2, P.M. Session
Behavioral Objectives

GOAL STATEMENT #1 STUDENTS WHO COMMUNICATE EFFECTIVELY
OBJECTIVES:

1. Each student will express positive and negative feelings about family members.
2. Each student will express honest feelings toward his peers.
3. Each student will be able to relate effectively to school staff members.
4. Each student will express opinions to authority figures.
5. Each student will communicate orally and in writing about his ideas and feelings in response to classroom assignment.
6. Student will be able to clearly describe his feelings.
7. Each student will express his feelings in a group counseling situation.
8. Students will be able to describe their reasons for their present career choice.
9. Students participating in class meetings will make constructive contributions to discussions.
10. Students will explain in their own words their strengths and weaknesses as indicated on their psychological evaluation.
11. Students will be able to express his feelings in a group setting.
12. Students will be able to demonstrate verbally or in writing that they can share their ideas with others.
13. Students will be able to evaluate either verbally or in writing their own communication skills.
14. Students will verbalize their own ideas and feelings in a group meeting.
15. Students will be able to list statements verbalized by other members of the group.
16. Student will be able to describe an activity which he participated in.
17. Each student will orally participate in class discussions.
18. Each student will be able to speak with peer and adults in his own building.
19. Each student will improve their listening skills.

GOAL STATEMENT #2 STUDENTS WHO MAKE APPROPRIATE LIFE DECISIONS
OBJECTIVES:

1. Each student will apply appropriate information to formulate career choices.
2. Each student will decide upon tentative career goals based on a realistic understanding of his aptitudes, interests and achievement.
3. Each student will make realistic educational choices.
4. Each student will identify his needs and how they might be met in choosing among alternatives open to him.
5. The student will identify his interests, abilities and aptitudes.
6. Be able to identify the consequences of a particular behavior.
7. The student will identify how his values and interests can influence his life's decisions.
8. Students will be able to list the courses they plan to take for the next year.
9. Students referred and the school social worker for school adjustment problem will be able to accurately define their problems.
10. Students will recognize their potential as a result of their psychological assessment.
11. Students will be able to choose appropriate courses that contribute to the realization of their immediate and future goals.
12. Students will be able to identify and evaluate a variety of life styles.
13. Students will be able to identify and evaluate long-range goals.
14. Students will demonstrate knowledge of their abilities, aptitudes and attitudes that enable them to choose appropriate careers.
15. Effectively utilize all educational services available.
16. Students will be able to define orally or in writing, potential career interests.
17. Each student will examine their avocational interests through participation in extra-curricular activities.
18. Students will investigate three careers that have similar interests.
19. Students will identify three areas of interest.
20. The student will make an appointment with his counselor to discuss future plans.

GOAL STATEMENT #3 STUDENTS WHO VALUE THEMSELVES
OBJECTIVES:

1. Each student will view himself as a valued member of his environments.
2. Each student will identify his assets and strengths.
3. A student will recognize his unique contribution to his educational environment.
4. The student will name persons in his environment who value (care for, like, etc.) him.
5. Each student will list his personal assets.
6. Student will identify and capitalize upon his assets.
7. Students will be able to list their academic competencies.
8. Students participating in groups will be able to describe the contributions they make to the group experience.
9. Students will apply strengths as indicated on their individual assessment to their learning experiences.
10. Students will be able to identify their strengths, talents and assets.
11. Students will be able to identify their own contributions to group and classroom functioning.
12. Students will be able to recognize their own abilities to effectively interact with their peers, teachers and families.
13. Each student will identify activities that give him a sense of satisfaction.
14. Each student will identify one feeling he experienced that members of his class have experienced.
15. Each student will be able to list three things he likes about himself.
16. Each student will be able to express five of his values.
17. Each student will be able to explore conflicting values which they may have.
18. Students will value others with positive appreciation.

GOAL STATEMENT #4 STUDENTS WITH UNDERSTANDING AND CONSIDERATION OF OTHERS
OBJECTIVES:

1. Each student will be able to identify a peers value that is different from his own.
2. Each student will identify positive qualities that he sees in other members in the group.

STUDENTS WHO VALUE THEMSELVES (CONT.)

3. A student will identify values and opinions other than his own.

4. The student will identify others in the group whose interests differ from his.

5. The students interact constructively with people who differ in physical, mental and emotional capability.

6. Student will define why he should listen to others who have "dissimilar" interests.

7. Students will be able to recognize the differences in the values of their fellow student.

8. Students will demonstrate that they understand the special education needs of other students and will assume responsibility for facilitating the special education programs housed in their schools.

9. Students will identify individual differences as an outgrowth of counseling.

10. Students will demonstrate that they can accept others of different economic, racial and ethnic backgrounds.

11. Students will be able to work effectively with others in a heterogeneous setting.

12. Students will take responsibility for a school tutorial program.

13. Each student will describe a behavior which demonstrates a lack of concern for others and then gives reasons for this behavior.

14. Each student will be able to identify a feeling being experienced by another person.

15. Each student will be able to list five ways in which he can demonstrate concern for others.

16. Each student will respect the life space of others.

17. Each student will share the responsibility of maintenance of the school environment.

18. Each student will contribute to and abide by the regulations of the school.

GOAL STATEMENT #5 STUDENTS WHO ACCEPT RESPONSIBILITY FOR THEIR BEHAVIOR
OBJECTIVES:

1. Each student will carry out his part of an activity agreed upon with teacher.

2. Each student will decide the effect that his one action has upon others.

3. A student will demonstrate his acceptance of school rules.

STUDENTS WHO ACCEPT RESPONSIBILITY FOR THEIR BEHAVIOR (CONT.)

4. Student will select reason why he should not hurt another.

5. Students will follow through on collaboratively agreed on tasks.

6. Each student will decide what his responsibilities are.

7. Students whose academic achievement is below potential will be able to identify reasons for low achievement.

8. Students receiving direct services from the school social worker will identify, accept, and fulfill the component of the treatment plan which they have agreed to assume.

9. Students will understand what classroom behaviors through group counseling are acceptable.

10. Students will be able to articulate the rules of the classroom.

11. Student will be able to accept appropriate forms of school discipline.

12. Students will effectively manage a school smoking area.

13. Each student will list those activities that he feels he should be suspended for.

14 Each student will list some things that make him feel uncomfortable.

15. Each student will define what he considers as responsible behavior and give personal examples.

16. Each student will be able to maintain acceptable behavior in unstructured activities.

17. Each student will maintain requirements of attendance.

18. Each student will be able to accept constructive criticism.

GOAL STATEMENT #6 STUDENTS WITH SKILLS IN DECISION-MAKING AND PROBLEM SOLVING
OBJECTIVES:

1. Each student will demonstrate awareness of problems affecting his functioning.

2. Each student will make acceptable program of studies schedule each year.

3. Each student will list the positive and negative outcomes that may occur if he decides about a certain course of action. i.e., leave home.

4. Each student will identify his needs which are unmet.

5. Each student will describe the essential features of a problem area that is of concern to him.

STUDENTS WITH SKILLS IN DECISION-MAKING AND PROBLEM SOLVING (CONT.)

6. Students will name steps in decision making: identifying problem, explore alternatives, examine consequences of those alternatives, evaluate, choose.

7. Given a problem the student will identify the blocks to solution and name appropriate methods to arrive at solution.

8. Each student will decide which career cluster are appropriate for him.

9. Students will be able to list alternatives appropriate to them in their post high school planning.

10. Students will demonstrate that they can assess problems, develop plans of action to overcome them, implement these plans and evaluate the results.

11. Students will participate in developing behavior modification programs.

12. Students will help to establish classroom standards of appropriate behavior.

13. Students will be able to list the key steps in the decision-making process.

14. Students will be able to identify and evaluate alternative solutions to classroom and school problems.

15. Students will be able to select appropriate courses.

16. Each student will be able to apply problem-solving techniques.

17. Each student will be able to compare appropriate and inappropriate decisions regarding a specific task.

18. The student will write three different endings to complete an unfinished story.

19. Student will give an example of resolving a conflict according to the three problem-solving techniques, i.e., approach-approach; approach-avoid; avoid-avoid.

20. Student will list steps that he/she took in selecting courses.

GOAL STATEMENT #7 STUDENTS WITH AWARENESS, INSIGHT AND UNDERSTANDING OF SELF
OBJECTIVES:

1. Each student will describe the way he responds to frustration.

2. The student accepts the data provided through the interpretation of a psychological evaluation.

3. Each student will realistically evaluate his academic achievement.

4. Each student will be able to define the following - awareness, values, responsibility - interests.

STUDENTS WITH AWARENESS, INSIGHT AND UNDERSTANDING OF SELF (CONT.)

5. Each student will list three ways he hopes to better himself through school.

6. Student assesses the relative strengths and weaknesses of his personality.

7. Students will be able to recognize a personal limitation and describe steps in improving in this area.

8. Students will be able to discuss the emotional components to their learning problems.

9. Students will assess their individual strengths and weaknesses as it effects learning.

10. Student will be aware of his aptitudes, achievement levels, and intellectual potential.

11. Student will be able to identify and prototype at least six of his values.

12. Student will be able to interpret an interest self inventory.

13. Students will be able to describe their future career goals.

14. Each student will be aware of his academic strengths and weaknesses.

15. Each student will be able to list changes in their behavior over a one year period.

16. Students who can list things that they said or did to another person in a group and describe what reaction it had on that person.

17. Students will receive from five members of his class two statements apiece stating things they like about him.

18. Students who can list three things about themselves that make them angry.

GOAL STATEMENT #8 STUDENTS WITH SUCCESSFUL EXPERIENCE IN SCHOOL
OBJECTIVES:

1. Each student will identify his most recent positive experience in school.

2. Each student will develop positive peer relationships.

3. The student will recognize and describe the personal value he experiences by attending school.

4. The student will be able to list what he has accomplished.

5. Each student will complete the educational program he undertakes.

6. The student reports that he judges his level of academic achievement is improving.

7. Each student will spend extra time in a curriculum area he chooses.

STUDENTS WITH SUCCESSFUL EXPERIENCE IN SCHOOL (CONT.)

8. Student will decide that graduation from high school is a desirable goal.

9. Students will be able to select courses which are within their abilities and limitation.

10. Students in special education programs will volunteer to participate in orientation programs for new students.

11. Students will list any successful experiences relating to school.

12. Each student will complete an appropriate educational program.

13. Each student will be able to identify a helping adult in the school environment.

14. Each student will verify that his educational program is meeting his intellectual, emotional, and social needs.

15. Each student will be able to describe in writing positive experiences they have had in school in three months.

16. Each student will be able to identify successful and unsuccessful personal experiences.

17. Each student will be able to describe teacher behaviors that foster student positive experience.

18. The student will indicate something he did in school that made him feel good.

19. A student will participate in a group activity in school.

20. A student will tell what he learned today.

Between the second and the third days of the workshop, the workshop coordinators and the state department consultants met to synthesize the goals and objectives from both groups. A minimal number of changes had to be made at this point because of the similarity of products. Five behavioral objectives were selected to provide an idea of the specific content the participants had in mind for each goal.

Approximately 50% of the product of each group was eventually represented in the final product. Table 1 presents the primary source of each goal. Behavioral Objectives were taken evenly from both products. The combined school workshop product of goals and objectives was the working document for the participants during the third day.

Table 1

Summary of Primary Source of Final Goal Statements

Goal Statement	Primary Sources		
	Suburban	Urban	Combined
A. Students who achieve their potential		x	
B. Students with effective decision-making and problem solving skills			x
C. Students who make appropriate life decisions	x		
D. Students with awareness, insight and understanding of self	x		
E. Students who communicate effectively			x
F. Students who demonstrate effective interpersonal relationships		x	
G. Students who accept their limitation and develop strategies to cope with them		x	
H. Students who value themselves	x		
I. Students with understanding and consideration of others	x		
J. Students who are self motivated		x	
K. Students who have positive feelings about the school environment			x
L. Students who value physical health and development		x	
M. Students with a positive value system		x	
N. Students who accept responsibility for their behavior			x
O. Students with effective interaction with community, school and family			x
P. Students who appreciate that learning is a life-time experience		x	
Q. Students who develop leisure time skills		x	
R. Students who value emotions of self and others for mental health			x

Working Materials
Day 3, A.M. Session
Combined School Products

GOAL STATEMENT #A - STUDENTS WHO ACHIEVE THEIR POTENTIAL
BEHAVIORAL OBJECTIVES:

1. Students will demonstrate educational achievement commensurate with his/her ability in each area.
2. Students will demonstrate an understanding of their academic abilities.
3. Students will recognize and use their creative potential.
4. Students will recognize and use their physical abilities.
5. Students will identify emotional needs.

GOAL STATEMENT #B - STUDENTS WITH EFFECTIVE DECISION-MAKING AND PROBLEM SOLVING SKILLS
BEHAVIORAL OBJECTIVES:

1. Given a situational problem the student shall demonstrate effective decision making.
2. Students will use effective problem-solving techniques in making major life decisions.
3. Each student will describe the essential features of a problem area that is of concern to him.
4. Given a problem the student will identify the blocks to solution and name appropriate methods to arrive at solution.
5. Students will be able to identify and evaluate alternative solutions to classroom and school problems.

GOAL STATEMENT #C - STUDENTS WHO MAKE APPROPRIATE LIFE DECISIONS
BEHAVIORAL OBJECTIVES:

1. Students who have a knowledge of the educational opportunities available to them.
2. Students who understand the responsibilities involved in family life and parenthood.
3. Each student will apply appropriate information to formulate career choices.
4. The student will identify how his values and interests can influence his life's decisions.
5. Students will be able to choose appropriate courses that contribute to the realization of their immediate and future goals.

GOAL STATEMENT #D - STUDENTS WITH AWARENESS, INSIGHT AND UNDERSTANDING OF SELF
BEHAVIORAL OBJECTIVES:

1. Students will be able to express their present feeling state.
2. Student assesses the relative strengths and weaknesses of his personality.
3. Students will assess their individual strengths and weaknesses as it effects learning.
4. Student will be able to interpret an interest self inventory.
5. Each student will be able to list changes in their behavior over a one year period.

GOAL STATEMENT #E - STUDENTS WHO COMMUNICATE EFFECTIVELY
BEHAVIORAL OBJECTIVES:

1. Students will demonstrate communication skills in listening.
2. Students will demonstrate a knowledge and use of a variety of communication techniques.
3. Students participating in class meetings will make constructive contributions to discussions.
4. Students will be able to express his feelings in a group setting.
5. Students will be able to evaluate either verbally or in writing their own communication skills.

GOAL STATEMENT #F - STUDENTS WHO DEMONSTRATE EFFECTIVE INTERPERSONAL RELATIONSHIPS
BEHAVIORAL OBJECTIVES:

1. Students who demonstrate that they can function effectively in a group.
2. Students who demonstrate their sensitivity to the needs of others.
3. Students who are able to communicate feelings in a constructive manner.
4. Students who accept divergent value systems in relating to others.
5. Students who have a knowledge of and constructively use techniques of relating.

GOAL STATEMENT #G - STUDENTS WHO ACCEPT THEIR LIMITATION AND DEVELOP STRATEGIES TO COPE WITH THEM
BEHAVIORAL OBJECTIVES:

1. Students who can demonstrate their ability to accept their limitations.
2. Students will identify handicapping conditions which interfere with the performance of life's tasks.

GOAL STATEMENT #G (CONT.)

3. Students will have knowledge of and use constructive techniques in dealing with their handicapping condition.

4. Students will demonstrate a knowledge of a variety of adaptive skills.

5. Students will utilize constructive adaptive skills in stressful situations.

GOAL STATEMENT #H - STUDENTS WHO VALUE THEMSELVES
BEHAVIORAL OBJECTIVES:

1. Student will verbalize satisfaction with himself.

2. Students who demonstrate an ability to maintain their personal values under environmental pressures.

3. The student will name persons in his environment who value (care for, like, etc.) him.

4. Students will be able to identify their own contributions to group and classroom functioning.

5. Each student will be able to explore conflicting values which they may have.

GOAL STATEMENT #I - STUDENTS WITH UNDERSTANDING AND CONSIDERATION OF OTHERS
BEHAVIORAL OBJECTIVES:

1. Each student will be able to identify a peers value that is different from his own.

2. Students will demonstrate that they can accept others of different economic, racial and ethnic backgrounds.

3. Each student will describe a behavior which demonstrates a lack of concern for others and then gives reasons for this behavior.

4. Each student will be able to list five ways in which he can demonstrate concern for others.

5. Each student will share the responsibility of maintenance of the school environment.

GOAL STATEMENT #J - STUDENTS WHO ARE SELF MOTIVATED
BEHAVIORAL OBJECTIVES:

1. Student will list activities he chooses to voluntarily participate in.

2. Student completes assigned tasks with a minimum of direction.

3. Students who initiate activities in response to their own needs.

4. Students who initiate their own learning projects.

5. Students who independently complete assigned tasks.

GOAL STATEMENT #K - STUDENTS WHO HAVE POSITIVE FEELINGS ABOUT THE SCHOOL ENVIRONMENT

BEHAVIORAL OBJECTIVES:

1. Student will attend school regularly.
2. Students who demonstrate positive interactions with the school staff.
3. The student will recognize and describe the personal value he experiences by attending school.
4. Each student will be able to describe in writing positive experiences they have had in school in three months.
5. Each student will be able to describe teacher behaviors that foster student positive experience.

GOAL STATEMENT #L - STUDENTS WHO VALUE PHYSICAL HEALTH AND DEVELOPMENT

BEHAVIORAL OBJECTIVES:

1. Students will list his goals for improved physical development.
2. As result of charting his/her physical growth, the student will indicate ways he can improve nutrition and exercise.
3. Student will define his good health habits.
4. Students will recognize the various dangers to physical health and development.
5. Student formulates life long exercise program.

GOAL STATEMENT #M - STUDENTS WITH A POSITIVE VALUE SYSTEM

BEHAVIORAL OBJECTIVES:

1. Students will identify values commonly held by the student body that they subscribe to.
2. Student will identify his present values (e.g., he/she will list in rank order, people whom he values.)
3. Students will demonstrate a knowledge of a variety of value systems.
4. Student lists five things he considers to be beautiful.
5. Student identifies one personal value that he has acted on.

GOAL STATEMENT #N - STUDENTS WHO ACCEPT RESPONSIBILITY FOR THEIR BEHAVIOR OBJECTIVES

BEHAVIOR OBJECTIVES:

1. The student will accept the consequences his behavior elicits.
2. Students will list socially appropriate behavior in a given situation.
3. Each student will decide the effect that his one action has upon others.
4. Each student will decide what his responsibilities are.
5. Each student will be able to maintain acceptable behavior in unstructured activities.

GOAL STATEMENT #O - STUDENTS WITH EFFECTIVE INTERACTION WITH COMMUNITY, SCHOOL AND FAMILY

BEHAVIORAL OBJECTIVES:

1. Students who are aware of how they are perceived by their family.
2. Students will demonstrate an understanding of school policy.
3. Students who demonstrate an effective role within community, school and family.
4. Students will have an understanding of the dynamics of interaction and interdependence within community, school and family.
5. Each student will develop positive peer relationships.

GOAL STATEMENT #P - STUDENTS WHO APPRECIATE THAT LEARNING IS A LIFE-TIME EXPERIENCE

BEHAVIORAL OBJECTIVES:

1. Student will indicate five things he plans to learn after terminating his formal education.
2. Student identifies learning opportunities in the community.
3. Students will demonstrate skill in independent learning.
4. Student will indicate they plan to extend their formal education.
5. Student will describe one thing he has taught himself to do.

GOAL STATEMENT #Q - STUDENTS WHO DEVELOP LEISURE TIME SKILLS

BEHAVIORAL OBJECTIVES:

1. Student will participate in aesthetic activities.
2. Students will be able to identify their leisure interest and skills.
3. Students who have a knowledge of the variety of constructive leisure time activities.
4. Each student will learn one life time sport.
5. Student develops one or more non-athletic hobby.

GOAL STATEMENT #R - STUDENTS WHO VALUE EMOTIONS OF SELF AND OTHERS FOR MENTAL HEALTH

BEHAVIORAL OBJECTIVES:

1. Students will be able to discuss the emotional components to their learning problems.
2. Students will identify emotional needs.
3. Each student will express honest feelings toward his peers.
4. Student will be able to clearly describe his feelings.
5. Each student will demonstrate an understanding of his different emotional states.

Day 3, A.M. Session

The morning of the third day was devoted to individual, small group and large group activities which would accomplish the following objectives: a) familiarize the participants with the combined goals and objectives from both groups; b) insure high degree of participation in the goal prioritization process; c) insure representation of each participant and the resulting feeling of product ownership; d) provide a model for prioritizing goals which is adaptable at the local level.

The participants began by reading over the master list of eighteen goal statements with their five representative behavioral objectives. Participants were then given goal statement, goal board and tokens and instructed to individually rate each of the goals through the Phi Beta Kappa prioritization method. Small groups were then formed with at least one representative from each discipline and through negotiation a small group consensus was derived for each group. The small group scores were averaged and a total group score for each goal was represented on a single board. Two representatives from each group were then asked to join together in a final round of negotiation. With the help of teammates, the representatives worked out a total group rating for the eighteen goals. The goal statements were then prioritized on the basis of these ratings. After the last workshop both sets of goals were combined for a total prioritization. Results of individual and combined goal prioritization follow.

Day 3, A.M. Session
Individual and Combined
Goal Prioritizations

Goal Statements	Prioritization* Suburban	Urban	Combined
A. STUDENTS WHO ACHIEVE THEIR POTENTIAL	1	1	1
B. STUDENTS WITH EFFECTIVE DECISION-MAKING AND PROBLEM SOLVING SKILLS	10.5	1	7
C. STUDENTS WHO MAKE APPROPRIATE LIFE DECISIONS	1	0	9.5
D. STUDENTS WITH AWARENESS, INSIGHT AND UNDERSTANDING OF SELF	7	7.5	5.5
E. STUDENTS WHO COMMUNICATE EFFECTIVELY	8.5	0	12
F. STUDENTS WHO DEMONSTRATE EFFECTIVE INTERPERSONAL RELATIONSHIPS	8.5	1	5.5
G. STUDENTS WHO ACCEPT THEIR LIMITATION AND DEVELOP STRATEGIES TO COPE WITH THEM	10.5	11.5	12
H. STUDENTS WHO VALUE THEMSELVES	1	1	1
I. STUDENTS WITH UNDERSTANDING AND CONSIDERATION OF OTHERS	1	0	9.5
J. STUDENTS WHO ARE SELF MOTIVATED	0	0	12
K. STUDENTS WHO HAVE POSITIVE FEELINGS ABOUT THE SCHOOL ENVIRONMENT	0	10	14
L. STUDENTS WHO VALUE PHYSICAL HEALTH AND DEVELOPMENT	0	0	0
M. STUDENTS WITH A POSITIVE VALUE SYSTEM	12	1	8
N. STUDENTS WHO ACCEPT RESPONSIBILITY FOR THEIR BEHAVIOR	1	7.5	4
O. STUDENTS WITH EFFECTIVE INTERACTION WITH COMMUNITY, SCHOOL AND FAMILY	1	1	1
P. STUDENTS WHO APPRECIATE THAT LEARNING IS A LIFE-TIME EXPERIENCE	0	11.5	15
Q. STUDENTS WHO DEVELOP LEISURE TIME SKILLS	0	0	0
R. STUDENTS WHO VALUE EMOTIONS OF SELF AND OTHERS FOR MENTAL HEALTH	0	0	0

* 1 - indicates top priority
0 - indicates goal wasn't given any rank because it was seen as incorporated in another goal statement.
Duplicate numerals represent equal ranks

Day 3, P.M. Session

The State Department representatives provided an overview of the plans for the workshop product. The product's part in a five year evaluation design as well as M.B.O. system development at the local level were discussed. Questions and answers followed.

The remainder of the afternoon was devoted to providing the participants with a clear idea of how the workshop product fits into the larger scheme of M.B.O. Specific mention was also made of implementation strategies and political realities at the local level. An evaluation of the three day workshop was administered. A sample evaluation form and a presentation of the evaluation data follow.

Pupil Personnel Services
Goals-Objectives Workshop
March-April 1975

1. After each of the following statements, indicate which of the following types of statements you think it is.

A - Behavioral Objective
B - Performance Objective
C - Goal Statement

_____ The counselor will conduct a series of workshops which are designed to help seniors understand graduation requirements.

_____ Each student will list four careers they would like to learn more about.

_____ At the end of the PPT, the student will tell the psychologist what he throught about the meeting.

_____ Students who understand their relationship to nature.

_____ 75% of all freshmen will indicate that they have made out a tentative four year plan of study by December 15th.

2. List at least three characteristics of an M.B.O. system.

1. _____

2. _____

3. _____

3. Please indicate your reaction to the following aspects of the workshop:

Workshop Activity Day #1	Appropriateness				Clarity				Degree of Personal Involvement		
	Yes	No	?		Exc.	G.	F.	P.	High	Med.	Low
a) Ice breaker (10 I statements)											
b) Orientation to wkshop											
c) Content lecturette (goals, objectives)											
d) Brainstorming (activity list)											

Workshop Activity	Appropriateness			Clarity				Degree of Personal Involve.		
	Yes	No	?	Exc.	G.	F.	P.	High	Med.	Low
e) Teamwork analysis										
f) Goal development exercise										
g) Sharing goal products										
Day #2										
a) Ice breaker (sharing impressions)										
b) Prioritization of master list										
c) Sharing/prioritizing										
d) Group process analysis										
e) Lecturette (B.O.)										
f) B.O. development exercise										
g) Team process										
Day #3										
a) P.B.K. model										
b) Implementation strategy										

At this point we would appreciate your personal reactions to the workshops which are not covered in the preceding items:

Day 3, P.M. Session
Evaluation Results

The evaluation instrument is comprised of four sections. The first section is intended to assess how well the participants understand the distinctions between behavioral objectives, performance objectives and goal statements. The second section assessed the participant's ability to identify several elements of an M.B.O. system; the third section evaluates each stage of the workshop in terms of its appropriateness, clarity and the degree of the participant's personal envolvement; the fourth section was open ended and invited participant responses.

On the first section of the evaluation, 37% of all the participants correctly identified the five statements, 16% made one error, 19% made two errors and 28% made three or more errors.

On the second part of the instrument, 98% of the participants correctly identified three or more elements of an M.B.O. system.

Tables 2 and 3 present the data for the suburban and urban workshops respectively on the third section of the evaluation.

Table 2

Suburban Responses to Workshop Activities

N = 12

Workshop Activity	Appropriateness			Clarity				Degree of Personal Involvement		
	Yes	No	?	Exc.	G.	F.	P.	High	Med.	Low
DAY #1										
a) Ice breaker (10 I statements)	11	1	0	5	6	0	0	8	3	0
b) Orientation to workshop	12	0	0	5	7	0	0	4	8	0
c) Content lecturette (goals, objectives)	12	0	0	6	6	0	0	9	2	0
d) Brainstorming (activity list)	12	0	0	7	4	0	0	10	2	0
e) Teamwork analysis	9	0	3	5	4	3	0	6	5	1
f) Goal development exercise	10	0	1	8	4	0	0	12	0	0
g) Sharing goal products	11	0	1	5	7	0	0	10	2	0
DAY #2										
a) Ice breaker (sharing impressions)	6	5	2	1	5	6	0	0	7	6
b) Prioritization of master list	12	0	0	7	4	1	0	7	4	0
c) Sharing/prioritizing	10	2	0	5	5	2	0	8	2	1
d) Group process analysis	12	0	0	4	6	3	0	7	3	2
e) Lecturette (B.O.)	12	0	0	8	3	1	0	7	3	1
f) B.O. development exercise	12	0	0	8	4	0	0	10	1	1
g) Team process	11	0	0	9	2	0	0	10	0	0
DAY #3										
a) P.B.K. model	12	0	0	9	3	0	0	10	3	0
b) Implementation strategy	12	0	0	6	4	2	0	5	7	0

Table 3

Urban Responses to Workshop Activities

N = 18

Workshop Activity	Appropriateness			Clarity				Degree of Personal Involvement		
	Yes	No	?	Exc.	G.	F.	P.	High	Med.	Low
DAY #1										
a) Ice breaker (10 I statements)	17	0	1	5	7	5	0	8	8	1
b) Orientation to workshop	17	1	0	8	8	1	0	8	8	0
c) Content lecturette (goals, objectives)	18	0	0	9	5	4	0	11	5	1
d) Brainstorming (activity list)	17	0	0	11	6	1	0	10	2	0
e) Teamwork analysis	17	1	0	6	11	1	0	12	6	0
f) Goal development exercise	18	0	0	8	7	1	0	17	1	0
g) Sharing goal products	18	0	0	9	8	0	0	14	4	0
DAY #2										
a) Ice breaker	16	0	2	7	9	1	1	9	9	0
b) Prioritization of master list	17	0	0	12	4	1	0	15	2	0
c) Sharing/prioritizing	18	0	0	13	3	1	0	16	2	0
d) Group process analysis	16	1	1	12	3	2	0	11	5	1
e) Lecturette (B.O.)	18	0	0	8	6	1	0	8	6	1
f) B.O. development	18	0	0	8	7	1	0	12	6	0
g) Team process	16	1	1	9	6	1	0	13	3	1
DAY #3										
a) P.E.K. model	18	0	0	14	1	2	0	13	4	0
b) Implementation strategy	17	0	1	8	8	1	0	10	7	1

The fourth section of the evaluation was open ended and asked the participants to contribute comments. All comments follow.

Suburban Product
Day 3, P.M. Session
EVALUATION COMMENTS

An overall good workshop--It was timely for our local department and should be helpful in our own procedures toward program analysis.

I thought that the sequence of the workshop was excellent in working toward our final project.

I feel that the personnel involved in planning and presenting the workshop did an excellent job. They are to be commended.

More work on performance objectives and evaluation of results. Follow-up with emphasis on M.B.O. model and put less on implementation. Overall an excellent workshop--one of the best I have ever attended. Len's method of presenting is excellent.

Excellent, have to get departments in town oriented and started.

One of the most useful and well organized by the S.D.E.

I found the workshops most stimulating, enjoyable and worthwhile. It was a very compatible group. There were times when I felt pressured, especially the first two days. We were attempting to accomplish a great deal in such a short time.

Urban Product
Day 3, P.M. Session
EVALUATION COMMENTS

Very stimulating workshop--pushed us into some hard thinking and guaranteed, I think, to lead to some concrete follow-up, including reassessment of our goals. Thank you.

This was tremendously organized--interesting, exciting, particularly applicable in the educational setting. The fact that both of you (Larry and Len) are educators perhaps gives more authority to it and motivation for us as educators. This was an important experience for me and I expect my own personal and professional benefits to be great.

Fantastic model! Organization great! Involvement great!

For those who are experiencing their first exposure, a follow-up would help to clarify and solidify the rather global abstractness of the initial workshop.

The workshop itself is stimulating to those of us who are responsible for developing these M.B.O., and it has pushed most of us much further along in a process which is important to our service.

The organization of workshop, enthusiasm and experience of leaders, the warmth and esprit de corps developed--all magnificent!

Great--thanks!

Urban Product (Cont.)

Very enjoyable--I felt the three days were well organized and ran smoothly because of it. Emphasis on process was well taken!

Very pleased to attend party afterwards!

In the beginning, I did not have a clear idea of overall goal or reason for workshop--it should have been made clear so we all would begin with similar expectations and have an idea of what we were to learn. It was well led--fun--a real learning experience in group process as well as knowledge of self and goals, etc.

Very worthwhile and rewarding experience, however, I don't feel that I'm ready to share it with my people.

Slow down a little with the lecturettes. Don't take so much for granted in terms of differences between goals, objective and process objectives. Otherwise, there were many good things happening. It was well organized and informative. I felt we accomplished many things.

I was completely unfamiliar with M.B.O. until last week and now feel excited anticipating its use in my system. The workshop was well run and most enjoyable--in fact, I'd enjoy being involved in another one!

I wish some administrators (i.e., the people with the power to use this) had come from my system.

Workshops were well organized and systematic in approach. It would be more meaningful if the implementation strategy could be covered more thoroughly initially in the workshops.

I believe a better explanation of what we were to accomplish in the workshop should have been given. I don't think everyone had a very clear idea of what was going to be developed, who was going to use it, and where it would be implemented.

Best process organization of any similar workshop--value was in that leaders were also educators. Development of finished product was through a logical, meaningful process.

APPENDIX A

CONNECTICUT STATE DEPARTMENT OF EDUCATION
Bureau of Pupil Personnel and Special Educational Services
Hartford, Connecticut

URBAN SCHOOLS

Workshop dates:
March 24 & 25
April 4th.

Hartford, Connecticut

1. Peter Landerman (Social Worker)
2. Laurie Landerman (Psychologist)

Mail all correspondence to:

Hartford Board of Education
249 High Street
Hartford, Connecticut 06103

Meriden, Connecticut

1. Angelo Coppola (Psychologist)
2. Carol Coakley (Social Worker)
3. William Drake (Guidance)
4. Michael Iovanna (Administration)

Mail all correspondence to:

John M. DeGennaro
142 East Main Street
Meriden, Connecticut 06450

New Haven, Connecticut

1. Judy Giannone (Psychologist)
2. Sylvia Tyson (Social Worker)
3. Mary Beecher (Guidance)
4. Dr. Achille Riello (Administration)

Mail all correspondence to:

c/o Dr. Riello
1 State Street
New Haven, Connecticut 06510

New London, Connecticut

1. Esther Burdick (Social Worker)
2. Escott Smith (Psychologist)
3. Patricia Heller (Guidance)
4. Michael J. Powers (Administration)

Mail all correspondence to:

Mr. Michael J. Powers
134 Williams Street
New London, Connecticut 06320

Urban Schools

Norwalk, Connecticut

1. Carol Salmons (Psychologist)
2. Shirley Sarkin (Social Worker)
3. Frederick Choromanski (Administration)
4. Gerald O'Hara (Guidance)
5. Jerome Lowney (Guidance)

Mail all correspondence to:

105 Main Street
Norwalk, Connecticut 06852

CONNECTICUT STATE DEPARTMENT OF EDUCATION
Bureau of Pupil Personnel and Special Educational Services
Hartford, Connecticut

SMALL TOWN SCHOOLS

Workshop dates:
March 20th & 21st
April 3rd

Branford, Connecticut

1. Marge Gelinas (Social Worker)
2. George Turano (Guidance)
3. Alice Tippet (Psychology)

Mail all correspondence to:

Alice Tippet, Chairman, Pupil Services
33 Laurel Street
Branford, Conn. 06405

Durham, Connecticut

1. Diana Waugh (Guidance)
2. Irma Grebel (Social Worker)

Mail all correspondence to:

Barbara DeNicola
Coginchaug Regional High School
Regional #13
Durham, Connecticut 06422

East Hartford, Connecticut

1. Richard Welch (Psychologist)
2. Elaine Harbison (Psychologist)
3. Arthur Michals (Social Worker)

Mail all correspondence to:

Pupil Personnel Services
758 Main Street
East Hartford, Conn. 06125

Manchester, Connecticut

1. Ann Beechler (Guidance)
2. Jean Campbell (Social Worker)
3. Joe Fallacaro (Psychology)
4. Allan Chesterton (Administration)

Mail all correspondence to:

Pupil Personnel Services
45 North School Street
Manchester, Connecticut 06040

Small Town Schools

Fairfield, Connecticut

1. Robert Samuelson (Guidance)
2. Ann Black (Psychology)
3. Judy Mezoff (Social Worker)

Mail all correspondence to:

100 Reef Road
Fairfield, Connecticut 06032

Trumbull, Connecticut

1. Bill Kovachi (Guidance)
2. Dick Seaman (Psychologist)
3. Bill Coleman (Social Worker)

Mail all correspondence to:

6264 Main Street
Trumbull, Conn. 06611

APPENDIX B

STATE OF CONNECTICUT
State Department of Education
Box 2219 - Hartford, Connecticut 06115

566-5635

February 20, 1975

Dear

The Pupil Personnel Unit of the Bureau of Pupil Personnel and Special Educational Services is sponsoring a series of workshops. These workshops are designed to develop both goals and objectives which will serve as guides for future program developments within our state. You and several other members of the Pupil Personnel team in your city have been invited to help in this important task. We appreciate your willingness to work with us.

A recent survey from our department as well as an ERIC search have provided little information about goals and objectives in the pupil personnel area. Information relevant to Connecticut's pupil personnel needs must be developed soon, however, in order to a) direct a five (5) year Pupil Personnel Plan, b) serve as a base for Evaluation of Planning and Placement Team procedures for Special Education under P.L. 115 (Special Education Act), and c) assist Connecticut school systems that are working to develop an effective M.B.O. program based on meaningful goals and objectives.

In an attempt to fill the information void, a series of three workshops have been designed to accomplish the following objectives.

1. To familiarize all participants with major concepts and skills related to developing goal and objective statements.

2. To develop goals for a comprehensive pupil personnel program.

3. To prioritize goals in terms of immediate importance.

4. To state objectives in pupil behavioral terms which relate to each goal statement.

5. To familiarize the participants with implementation strategies for local M.B.O. systems.

The workshops will be held from 8:30 a.m. to 4:30 p.m. on March 20th, 21st and April 3rd at the Yale Motor Inn in Wallingford, Connecticut (Exit 66, off the Wilbur Cross Parkway--Rte. 15). Meals and mileage will not be covered but a stipend of $15.00 a day for each of the three workshops will be paid to each participant at the end of the workshop series. A deduction of $4.25 will be made for each workshop to cover the expenses of Danish and coffee or tea in the morning, a lunch offering club sandwiches and chef salad selections, and coffee/tea in the afternoon. In making the commitment your attendance at all three (3) workshops is expected.

If you have developed goals and/or objectives in the area of pupil personnel services in any pupil personnel discipline, we would appreciate receiving copies of them by March 3rd so that they may be part of the pre-workshop materials participants will receive. Please send these materials to W. L. Tilley Associates, Merrow Road, RFD 5, Coventry, Connecticut 06238.

We are very pleased you are going to be with us.

Sincerely,

Clay Steinberger, Coordinator
Pupil Personnel Unit

Claire Gallant
Consultant

CHS/jfb

Please tear and return in self-addressed envelope.

.....

I will attend the workshop series on March 20th, 21st and April 3rd. _____

I will not be attending the workshop series. _____

Name_____

APPENDIX C

STATE OF CONNECTICUT
State Department of Education
Box 2219 - Hartford, Connecticut 06115

566-

Dear Participant:

Enclosed please find a set of materials designed to familiarize you with specific elements of the Pupil Personnel Goals-Objectives Workshops. In this information package we have included

a) a set of working definitions

b) workshop goals and objectives

c) a workshop process outline

d) worksheet #1--your work activities

e) worksheet #2 and a list of goal statements

f) materials on group process

We suggest that you go through the materials in the order presented above. Doing worksheets #1 and #2 will be excellent preparation for the workshop activities.

Pupil Personnel Services
Goals-Objectives Workshops
March-April 1975

WORKING DEFINITIONS

M.B.O.--Management by Objectives. An action research model by which a) departmental goals are identified, b) specific means of achieving the goals are designed and implemented and c) data is collected to determine the degree to which a particular objective is accomplished. M.B.O. provides direction and data for program development.

Goal Statement. A desired future condition. A statement of intent. For this reason, goal statements tend to be stated in global terms. Example: students' effective interaction with the school environment

Objective Statement. A desired accomplishment or specific target. Objectives are more specific and focused than goals. Objectives should clearly define the specific process or behavior to be measured. There are often several objectives related to a goal statement.

Performance (Process) Objective. An objective that describes the activity or process used by the educator to accomplish a task.
Examples: a) Within two school days, the school psychologist will interview and/or test the referred student.
b) The social worker will conduct a home visit to interview the identified school phobic and other significant family members, within one week of the student's identification.
c) The counselor will conduct a series of three workshops designed to help 9th grade students understand the six steps in the course selection process.

Behavioral Objective. An objective statement that describes the behavior which will demonstrate the attainment of the desired objective. In education, the behavioral objectives are stated in terms of student behaviors.
Examples*: a) Each student who is referred for psychological evaluation will indicate, verbally or in writing, that he/she was serviced within ___ weeks of the referral.

WORKING DEFINITIONS

b) Each identified school phobic will indicate, verbally or in writing, that he/she was interviewed by the social worker.

c) ___% of all 9th grade students will, verbally or in writing, be able to list the six steps in the course selection process.

*The specific process selected to reach a particular goal, as well as the selected student behavior which will reflect attainment of an objective or goal are ultimately decided by professionals at the local level. The current workshops are more concerned with developing less specific objectives than those listed here as examples.

Pupil Personnel Services
Goals-Objectives Workshops
March-April 1975

WORKSHOP GOALS AND OBJECTIVES

Workshop goal: A comprehensive set of goals and objectives which represent a comprehensive pupil personnel services program in Connecticut.

Subgoal a) A set of goals and objectives which will direct a five year Pupil Personnel Plan.

b) A set of goals and objectives which will serve as a base for evaluation of P.P.T. procedures for Special Education under P.L. 115.

c) A set of goals and objectives which will assist Connecticut school systems develop an effective M.B.O. program.

Workshop Objectives

1.0 All participants will demonstrate an understanding of the major concepts related to M.B.O. systems in general, as well as goals and objectives, specifically.

2.0 All participants will participate in the development of activity lists which will reflect their specialty areas (i.e., counseling, school psychology, social work).

3.0 All participants will demonstrate skills in working with teams to develop goals and student referenced behavioral objectives for Pupil Personnel Services.

4.0 All participants will participate in the process of prioritizing goal statements.

5.0 All participants will demonstrate an awareness of the problems and techniques of implementing M.B.O. models at the local level.

6.0 All participants will evaluate the workshop activities and product.

7.0 All participants will demonstrate an awareness and increased appreciation of the interdependent relationship between school communities and S.D.E.

Pupil Personnel Services
Goals-Objectives Workshops
March-April 1975

WORKSHOP PROCESS OUTLINE

Below is a simple flow chart of planned activities. You can prepare yourself for the first three activities by going through the worksheets #1 and #2.

1. Development of Goal Statements for Pupil Services.
2. Development of activity lists for each subspecialty.
3. Development of Objective Statements by relating activities to the developed goals.
4. Prioritization of developed goals.
5. Review total Goal-Objective Product.
6. Discuss issues of implementation.
7. Process workshop experience.
8. Evaluate workshop method and product.

Pupil Personnel Services
Goals-Objectives Workshops
March-April 1975

WORKSHEET #1--YOUR TASKS

Please take time to make a list of those activities which you feel are relatively important to your functioning as a counselor, school psychologist or social worker. Try to list fifteen things.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.
15.

Pupil Personnel Services
Goal-Objectives Workshops
March-April 1975

WORKSHEET #2

Directions: Select one of the sample goals listed on the attached sample Goal Statement sheet and try to write one behavioral objective for <u>each</u> of the three specialties. It is often helpful if you list an activity that relates to the goal and then ask yourself: "What do I hope to change in the student as a result of this professional activity?" The answer to this question will lead you to a student referenced behavioral objective.

Goal Statement	Activity	Objective	Specialty
Effective interaction with the educational process	Decision-making labs	Each student will demonstrate that he understands how to make course selections which relate to his/her goals.	Counselor
Same	Group counseling	Selected students will be participants in group counseling and will indicate verbally or in writing that the experience helped them to understand themselves and the school better.	School Psychologist
Same	Home visits	Each school phobic who was visited at home will demonstrate an improved school attendance record.	Social Worker

Now you try one! A form is provided on the next page.

SAMPLE GOAL STATEMENTS

A Goal of Pupil Services is:

the effective interaction of students with the educational process

the effective interaction of students with the forces of the family, community and school

maximum cognitive and affective growth for each student

student's demonstration of effective communication skills

the maximum intellectual and emotional development of all students

that each student is aware of his academic abilities and limitations

students' accurate self-concept in the educational setting

students' effective decision-making and problem-solving skills

students' understanding of the world of work

students' meaningful and satisfying progress toward career goals

students' understanding of social responsibilities

students' development of leisure-time activities

a school environment with an atmosphere of concern for human welfare

an atmosphere of open and honest communication among teachers and students

students who realistically appraise their attitudes, achievements and interests in order to make educational and career decisions

students who are aware of requirement and conditions of success, advantages, compensations, opportunities, and prospects in different lines of work and educational programs

students who utilize an understanding of their aptitudes, achievements and interests to achieve their educational and career goals

Goal Statement	Activity	Objective	Specialty
			Counselor
			School Psychologist
			Social Worker

Try one more if you are not yet comfortable with the process. It is important to try to think in terms of the three specialties and how they might work together to accomplish a goal.

Goal Statement	Activity	Objective	Specialty
			Counselor
			School Psychologist
			Social Worker

W. L. Tilley Associates Telephone 203 429-6749

Merrow Road RFD 5, Coventry, Connecticut 06238

March 4, 1975

Dear Colleague,

Our three day workshop goal presents a sizeable task for the time we have available. We hope to achieve maximum effectiveness by concentrating on both product and process.

Since we will not have much time to devote to developing teamwork skills, we are enclosing papers as tools that may be helpful in preparing you to facilitate our groups' performance.

Your effort and cooperation toward the understanding and application of these ideas and concepts will be greatfully appreciated.

Sincerely,

W. Larry Tilley
Program Director

Len Borsari
Consultant

WLT/t

FIVE DIMENSIONS OF GROUP GROWTH

There are five dimensions along which groups typically develop and grow. They have to do with clarity about membership, influence, feelings, individual differences and productivity. People in new groups tend to concern themselves with these dimensions in the order just given.

Membership

When you become part of a new group, the first thing you're apt to care about is what it will mean to be a member. How will others expect you to act? When should you speak and how do you go about it? If you say something as a joke, will others laugh or will they think you are being serious? Is it all right to come late, to leave early, to smoke, to dress informally? Will membership in this group hold the same values and attitudes? Will membership in this group facilitate or conflict with other roles you have in life? Will membership in this group be stimulating, boring, exciting, threatening, rewarding, inconsequential?

Influence

As the meaning of membership becomes clearer, attention generally turns to questions of influence. Who is the leader of this group? Is there a chairman? How do decisions get made? In what ways do people try to influence each other? Are individuals open to letting others influence them? What opportunities are there for you to influence or carry leadership functions? Are there individuals in the group who care more about the power of being leaders than they do about the goals and issues of the group?

Feelings

As norms of membership and influence become clear, the expression of feelings becomes increasingly important. When others like an idea or action, do they say so? When there is boredom, frustration or anger, is this shared openly

so that it can be worked out constructively? Can you express your feelings freely as they occur so you don't have to bottle them and let them build up to a point where they burst through inappropriately? Do people wait until they "get out the door" to tell one or two colleagues how they "really felt about the meeting"? Is the expression of negative feelings seen as honest feedback that can help, rather than as a destructive attack? Again, is expression of positive feelings seen as honest feedback, rather than as simply trying to influence or "gild the lily."

Individual Differences

Each member of a group represents certain unique experiences, knowledge and skills. Few groups seem to reach a point where they take maximum advantage of these individual differences. It's rather common for members of a group to reach a level of sharing feelings where each sees the others as likable because they are pretty much the same as himself. This is sometimes referred to as the "honeymoon stage." If enough trust develops, the members may begin to be able to both recognize and value the individual differences that each possesses. A new set of questions takes on meaning. Do the members take time and effort to learn about experiences, attitudes, knowledge, values, skills and ideologies of each other? Does each work at sharing his own ideas in order to get others' reactions and different ways of looking at issues? Do they let each other know they appreciate these differences even when they don't necessarily agree with them?

Productivity

Most groups exist for a purpose that involves some kind of product. It might simply be to have fun together. It might be to build better mousetraps or to improve the learning experiences of children. The product of many groups tends toward a "lowest common denominator" of that potential which the individuals in the group are capable. Depending on how norms of membership, influence, feelings

and individual differences get worked out, a group can reach a level of creative productivity. Ideas of different individuals can be combined into better new ideas which no one would have thought of alone. These questions become important. How much energy goes into arguing about which ideas are "better" or "right" as compared to energy spent on developing new ideas from combining old ones? Is effort spent on diagnosing situations to bring out underlying issues? When problems are raised, is there a value for working them through thoroughly as opposed to moving quickly toward action? Do members take the time to seek your reactions and ideas? Do the norms of the group's organization support time and ways for you to give your reactions and ideas?

Results

There are two kinds of results from the ways a new group works out these five dimensions of its growth. One concerns task accomplishment. Tasks may be accomplished efficiently or inefficiently, thoroughly or only partially, with high quality or in a shoddy manner. The other kind of result has to do with maintenance of the group. There may be high esprit de corps where individuals are pleased and excited to be members. There may be confusion and frustration where individuals readily leave the group.

GUIDE FOR GROUP MEMBER RATINGS[1]

Here is a list of categories of behaviors which are important for good group membership. As you read them, keep the following suggestions in mind:

A. How much do I do in each of these categories in this workshop?

B. What do I do that, for me, is a sign of my behavior in each category? (For example, eyes closed may be a sign of "trust," not boredom; asking probing questions may be a sign of "problem solving effectiveness," not hostility.) Note that much of what people actually do is a matter of personal style. The focus of this exercise is to identify the specific behaviors that are your style for each category.

1. Listening Skills: Works at understanding what others are saying. Asks others to repeat. Asks others to clarify. Tells others what he has heard. Seems to have understood correctly what others have said.

2. Saying Skills: Says things clearly, using words others can understand. Speaks in a way that is direct and to the point. Asks what others have heard and offers to clarify. Others seem to understand correctly what he has said.

3. Openness: Shares feelings and ideas spontaneously. Willing to discuss own strengths and weaknesses. Shows emotions clearly and appropriately (joy, boredom, anger, sorrow, etc.).

4. Trust: Willing to listen to and try out others' ideas. Seeks and accepts help from others. Shows that he expects others to be sincere and honest with him.

5. Feedback: Asks for others' impressions of him. Shares his views of others with them. Seems aware of whether or not others are ready to receive his views; presents views in a way that is helpful. Lets others know when they have been helpful to him.

6. Awareness of Own Behavior: Shows he is aware of how others are reacting to his behavior. Shows he is aware of how he is reacting to the behavior of others. Shows he is considering the implications to himself. Uses this awareness in considering whether or not his own behavior is what he wants it to be.

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[1] Adapted by permission from the Guide for Anchored Trainer Ratings, developed by Matthew Miles, Columbia Teachers College, 1967.

7. Experimenting With Own Behavior: Shows flexibility in taking different roles in the group at different times (leader, clarifier, etc.) Shows increasing variety of ways to relate to specific members of the group. Shows he is thinking about the meaning to himself as he tries these different behaviors.

8. Contribution to Group's Awareness of Itself: Helps members to be aware of what is happening as a group. Raises questions about what the group is doing, feeling, heading toward. Offers own views on what the group is doing, feeling, etc.

9. Problem Solving Effectiveness: Helps the group to make realistic progress in problem solving efforts. Is effectively oriented toward work. Aids group productivity.

10. Helping Group Maintenance: Works well with own and others' feelings. Helps develop and maintain good relationships in the group.

11. Group Diagnostic Ability: Able to understand why things happened as they did in group. Can explain group difficulties as a basis for corrective or supportive action.

12. Overall Effectiveness as a Group Member: All things considered, makes effective contribution to own and others' learning and work.

Please keep this handout near for reference as you do the next step--"Group Member Rating Scale."

GROUP MEMBER FUNCTIONS

TASK FUNCTIONS	MAINTENANCE FUNCTIONS	INDIVIDUAL FUNCTIONS
1. Initiating: Proposing tasks, goals, or actions; defining group problems suggesting a procedure.	1. Harmonizing: Attempting to reconcile disagreements; reducing tension; getting people to explore differences.	1. Aggression: Deflating others' status; attacking the group or its values; joking in a barbed or semi-concealed way.
2. Informing: Offering facts; giving expression of feeling; giving an opinion.	2. Gate Keeping: Helping to keep communication channels open; facilitating the participation of others; suggesting procedures that permit sharing remarks.	2. Blocking: Disagreeing and opposing beyond "reason" resisting stubbornly the group's wish for personally oriented reasons. Using hidden agenda to thwart the movement of a group.
3. Clarifying: Interpreting ideas or suggestions; defining terms; clarifying issues before group.	3. Consensus Testing: Asking to see if a group is nearing a decision; sending up a trial balloon to test a possible conclusion.	3. Dominating: Asserting authority or superiority to manipulate group or certain of its members; interrupting contributions of others; controlling by means of flattery or other forms of patronizing behavior.
4. Summarizing: Pulling together related ideas; restating suggestions; offering a decision or conclusion for group to consider.	4. Encouraging: Being friendly, warm and responsive to others; indicating by facial expression or remark the acceptance of others' contributions.	4. Out-Of-Field Behavior: Making a display in "playboy" fashion of one's lack of involvement; "abandoning" the group while remaining physically with it; seeking recognition in ways not relevant to group task.
5. Reality Testing: Making a critical analysis of an idea; testing an idea against some data; trying to see if the idea would work.	5. Compromising: When his own idea or status is involved in a conflict, offering a compromise which yields status; admitting error; modifying in interest of group cohesion or growth.	5. Special-Interest Solicitation: Using the group as a vehicle for extraneous interests ("housewife," "labor," "small business," "education"); cloaking of one's personal biases in a stereotype which best fits his individual needs.

APPENDIX D

PROJECT DESIGN
FLOW CHART

Pupil Personnel Workshops
Goal-Objective Development
March-April 1975

W. L. Tilley Associates
L. Tilley, Project Dir.
L. Borsari, Consultant

PROJECT DESIGN
FLOW CHART
DAY #1

Time	Activity	Objective	Resources/Visuals	R.P.
8:30	Registration	.Register participants .Assign groups .Refreshments Select lunch for 3 days	.Name tags/plastic shields .Color/# coded name tags .Danish/coffee-tea .Menu forms .Work materials	Larry Len
8:40	Ice breaker (personal sharing)	.Increase familiarity among participants by mixing teams .Increase group cohesiveness .Introduce feedback .Introduce group analysis	.Feedback sheet .Group analysis sheet	Larry
9:15	Introductory comments	.Welcome participants .Orient group to history of workshops .Introduce Larry, Len, and Claire	.February 20th mailing .Other data	Clay Claire
9:25	Orientation	.Review 3 day process .Specifically outline plan of day	.Workshop outline	Larry
9:40	Content lecturette	.Review basics of workshops .Answer questions .Review March 7th mailing .Skill building .Introduce bug board, issue board	.March 7th mailing .Newsprint supported instruction a. definition b. goals c. objectives .Examples of good/bad work .Practice exercises	Len
10:50	Coffee break	.Refreshments and mingling .Unfinished business	.Coffee-tea setup	

PROJECT DESIGN
FLOW CHART
DAY #1

Time	Activity	Objective	Resources/Visuals	R.P.
11:00	Brainstorm	.Form homo. groups .Explain brainstorming .Sample exercise (activities) .Actual exercise .Reality testing (# indicate what <u>should</u> be done. Preferred, not actual) .Collect product	.Worksheet #1 .Newsprint for each group .Magic markers .Tape	Larry (recorders: Larry Len Claire Clay Secretary)
11:45	Sharing product	.Each group to share its product with the other groups		Larry
12:00	Analyze teamwork	.Team building .Process analysis .Participant feedback	.Analysis checklist	Larry
12:30	Room setup for lunch	.Set up for lunch		Restaurant staff
12:45	LUNCH			
1:45	Lecturette-goals, goal development	.Explain what a goal statement really is .State how goals fit into M.B.O. .Demonstrate differences between mission statements and goals	.Newsprint supports a. goals b. directions for exercise	Len
2:00	Develop goals Instruct group to develop a master list by 2:15	.Develop hetero. groups (6 gr. of 3 or 4) .Develop list of goals .Task clarification check	.Newsprint/paper .Magic markers	Len
3:30	Share goals	.Each group reads products .Groups adopt ideas they like	.Newsprint stand .Masking tape	
3:40	Categorize	.Categorize goals within hetero. groups under N categories .Collect product	.Newsprint to write categories developed by group	

PROJECT DESIGN
FLOW CHART
DAY #1

Time	Activity	Objective	Resources/Visuals	R.P.
4:00	Analyze process	.Analyze process .Answer questions .Identify issues (refer to bug list) .Collect name tags	.Analysis checklist	Larry
4:30	Adjourn			

.....

Preparation for Day #2:

1. Collect newsprint products.
2. Combine goals under similar headings.
3. Prepare neat newsprint display of activities from each area (to be used in p.m.).

Pupil Personnel Workshops
Goal-Objective Development
March-April 1975

W. L. Tilley Associates
L. Tilley, Project Dir.
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PROJECT DESIGN
FLOW CHART
DAY #2

Time	Activity	Objective	Resources/Visuals	R.P.
8:30	Registration	.Refreshments .Pass out name tags .Pass out materials	.Danish/coffee-tea	Secretary
8:40	Form groups from Day #1 p.m.	.Share impressions of Day #1 .Share thoughts, feelings of Day #1 product		Larry
9:00 10:45	Group prioritization of goal master list	.Form hetero. groups: Each discipline represented, no members from town teams tog. .End product: prioritized goals from each team .Each group presents their top goal in turn. Similar goals are placed on newspr. Group decides final form.	.Master list of goals .Newsprint paper with directions: a. analyze items b. eliminate duplications c. synthesize d. write goal statements e. prioritize	
11:55	Break	Refreshments		
12:00	Process		.Analysis checklist	Larry
12:45	Break			
12:45	LUNCH	.Prepare master list of 18-20 goals presented in a.m.		Secretary
1:45	Lecturette P.O.	.Town team groups .Write B.O. for 18-20 selected goals .Assign odd or even goal for each team .Have each team write 2 or 3 B.O. for each goal (from each discipline) .Collect product	.Sheets of B.O. papers .Master sheet of goals .Have activity lists from Day #1 on display .P.O. sheets .Direction sheet	Len

PROJECT DESIGN
FLOW CHART
DAY #2

Time	Activity	Objective	Resources/Visuals	R.P.
2:00	Share one product	.To have each group share what they have developed .Clarify task, if needed		Len
4:00	Process			
4:30	Adjourn	.Collect name tags		

Preparation for Day #3: 1. Interface goals and objectives of each group and prepare master list.

Pupil Personnel Workshops
Goal-Objective Development
March-April 1975

W. L. Tilley Associates
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PROJECT DESIGN
FLOW CHART
DAY #3

Time	Activity	Objective	Resources/Visuals	R.P.
8:30	Registration	.Refreshments .Pass out name tags .Pass out materials	.Danish/coffee-tea .Name tags .Master list of goals/objectives	Secretary
8:40	Group activity	.Sharing		
9:00	P.B.K. model	.Prioritize goals	.P.B.K. boards, etc. .Hand calculator .Method of showing results quickly	Len
11:45	Start calculation of final list			
12:00	Process			Larry
12:30	Break			
12:45	LUNCH			
1:45	Discussion Evaluation		.Evaluation instrument	Len Larry
2:00	Wrap up			Clay Claire
2:15	Implementation lecturette	.Discuss implementation issues at each level--individual, team, system	.Handouts on implementation	Len Larry Claire Clay
	Adjourn			

APPENDEX E

WORKSHOP MATERIALS

DAY #1, A.M. SESSION

ICE BREAKER EXERCISE

Participants are given 8" x 11" plain white paper, pens and masking tape. They are instructed to list ten statements about themselves ("I statements"). Participants are then instructed to tape the sheet in front of them and to mill about the room until they have read everybody's statements.

This exercise is to be done with no verbal exchanges. Participants are then encouraged to share the experience with each other.

DAY 1, A.M. SESSION
FEEDBACK AND GROUP MATERIALS

Analysis of teamwork

How to make a good team better?
Specific Observable Behaviors
What impact did behavior have?

Ask for feedback
How did I influence this group?
When I did_____, how did you react?

Give feedback
How did you influence me?
When you did_____, I reacted by: feeling, behavior, thinking, etc.

Guidelines for feedback

Receiving
.State what you want feedback about.
.Clarify--check what you have heard.
.Share your reactions to the feedback.
.Avoid defensiveness.

Giving
.Readiness of receiver
.Descriptive vs. interpretive
.Recent
.Appropriate timing
.New information
.Changeable behavior
.No demand for change
.No overload
.Given to be helpful
.Giver shares part of self
.Specific, not general

Reflecting guidelines

1. Read the total message
2. Select the best mix of feelings, ideas, etc.
3. Reflect the experience
4. Wait for the helpee's confirmation, etc.

Group Member Functions

Initiating
Informing
Clarifying
Summarizing
Reality testing
Harmonizing
Gate-keeping
Consensus testing
Encouraging
Compromising

Aggression
Blocking
Dominating
Out-of-field behavior
Special interest solicitation

5 Dimensions of Group Growth

Membership
Influence
Feelings
Individual differences
Productivity

Characteristic Behaviors

.Listening skills
.Saying skills
.Openness
.Trust
.Feedback
.Awareness of own behavior
.Experimenting with own behavior
.Contributes to group's awareness of self
.Problem solving effectiveness
.Helping group maintenance
.Group diagnostic ability
.Overall effectiveness as a group member

DAY 1, A.M. SESSION
LECTURETTE ON GOALS AND BEHAVIORAL OBJECTIVES

Goal Statement

A desired future condition. A statement of intent.
For this reason, goal statements tend to be stated in global terms.

1. Can express a present, desirable condition as well as a future condition.
2. Must be stated in terms of students' behavior, attitudes, etc.
3. Can be either a short term or long term goal in terms of the time required to accomplish it.
4. Will follow the stem: A goal of Pupil Personnel Services is: (avoid negatives)
5. Represents the highest level of abstraction and therefore will be related to many different services.

Goals--Examples?

.Students with effective communication skills
.Students with an understanding of basketball regulations
.Students who are responsible citizens (person)

Objective Statement

A desired accomplishment or specific target. Objectives are more specific and focused than goals. Objectives should clearly define the specific process or behavior to be measured. There are often several objectives related to a goal statement.

There are two types of objectives:
1. Process or performance
2. Behavioral

Process Objectives

1. Same as "performance objectives."
2. Describes the process by which a member of the pupil personnel team provides a service.
3. Process objectives are related to behavioral objectives for students.
4. A guide for the professional. Not a direct concern for us during this workshop series. To be developed at the local level and therefore reflect the skills and philosophies of the local pupil personnel teams.

Behavioral Objectives

1. In terms of student behaviors
2. Specifies terminal behavior
3. Includes action verb
4. Selection of a particular B.O. depends on:
   a. interpretation of goal statement
   b. professional judgment
   c. practical considerations

Behavioral Objectives--Examples

.Students will indicate that they understand the use of the career files.
.Students will list their personal values.
.Students will demonstrate the ability to use the power table.

Example of Extended Behavioral Objectives

Model B.O.: Each student can identify the curriculum alternatives open to him/her.

Expanded B.O.: 95% of the freshmen class will correctly identify at least twenty-five course offerings from the student handbook before the end of October.

Performance Objective would include such things as:
The counselor will conduct a series of group sessions to discuss course offerings for freshmen. All freshmen will be exposed to these conferences. All conferences will be conducted before the end of October.

Examples

Goal: A goal of pupil personnel services is students' awareness of the educational setting.

Behavioral Objectives:
1. Each student can identify the curriculum alternatives open to him/her.
2. Each student can describe his/her course of studies for the school year.
3. Each student indicates in writing that he/she is aware of school rules and regulations.

Remember: At the local level each of these could be developed into a much clearer and specific set of B.O.s and performance objectives.

DAY 1, A.M. SESSION

Brainstorming Rules

The idea of this exercise is to obtain a large quantity of responses which can later be reviewed for their quantity. Participants are asked to provide a recorder a word or short phrase which will capture an idea. Team members are instructed not to elaborate on responses, ask for clarification or in any way judge the quality of the contribution. After a warmup session where groups Brainstorm on an example (e.g., "name as many use of a building brick as you can in 60 seconds"), the groups are given three minutes to Brainstorm on the problem at hand. In this case, the participants were asked to list all the activities that they might perform during the course of their work.

DAY 2, P.M. SESSION
WRITING BEHAVIORAL OBJECTIVES

Task: Develop Goal-Related B.O.s

1. Form work teams on the basis of town affiliation
2. Distribute master lists
3. Make goal assignments (odd/even)
4. Review basics of B.O. writing
5. Instruct team to:
   a) Develop at least 3 B.O.s for each goal statement
   b) Each specialist should contribute at least one B.O. which reflects his/her professional involvement
   c) Rotate responsibility for discussion with each goal
   d) Identify final B.O.s on appropriate sheets:

Goal#_____ Date_____

Objective #_____ Team ID_____

_____

_____

_____

DAY 2, P.M. SESSION
WRITING BEHAVIORAL OBJECTIVES

Useful Information -- Good Action Words

1. Knowing that . . . .

Observes	Gathers	Looks
Identifies	Accumulates	Counts
Describes		

2. Manipulating . . . .

Measures	Reads scales	Balances
Selects instruments	Uses instruments	Weighs
Computes	Demonstrates	

3. Applying . . . .

Classifies	Plays	Prefers	Selects
Interrelates	Re-casts	Rearranges	Discriminates
Structures	Distinguishes	Plans	Segregates
Assigns	Segregates	Organizes	Abstracts
Defines	Identifies	Compares	Orders
Quantities	Rejects	Sorts	Utilizes
Associates	Reorganizes	Concludes	Groups
Disassociates	Gathers	Transforms	Re-groups
Arranges	Estimates	Experiments	
Re-centers	Equates	Controls	

4. Creating . . . .

Hypothesizes	Plans	Synthesizes	Guesses
Generates ideas	Conceives	Formulates	Utilizes
Interrelates	Reduces	Structures	Controls variables
Re-centers	Invents	Organizes	
Induces	Speculates	Re-organizes	Proposes
Deduces	Doubts	Compares	Predicts
Formulates possibilities	Appreciates	Concludes	Criticizes
	Maximizes	Classifies	Estimates
Analyzes	Infers	Transforms	Generalizes
Selects strategy	Incubates	Arranges	Forecasts
	Abstracts	Re-arranges	Extrapolates
Gathers data	Designs experiments	Reflects	Interpolates
Re-casts			Explains

5. Evaluating . . . .

Controls variables	Estimates	Classifies	Interrogates
	Recognizes errors	Collates	Isolates
Applies generalizations		Questions	Selects
	Compares	Doubts	Transposes
Generalizes	Distinguishes	Verifies	Averages
Pools data	Categorizes	Decides	Interprets
Insists on reproducibility			Criticizes

WRITING BEHAVIORAL OBJECTIVES (CONT.)

Useful Information -- Good Action Words

6. Communicating . . . .

Tabulates	Teaches	Questions	Demonstrates
Graphs	Informs	Debates	Compares
Writes	Reads pictures	Argues	Interrogates
Speaks	Charts	Expresses	Instructs
Reports	Formulates	Describes	Uses references
Explains			Plots

DAY 3, A.M. SESSION
GOAL PRIORITIZATION EXERCISE

Materials for each participant

1. Prioritization Board
2. Eighteen 1" x 3" goal statements
3. Forty-five red discs
4. A master list of Goals and Objectives
5. An individual Rating Sheet

Rules for Rating Goals

1. Each disc placed to the right of a goal statement represents one point.
2. All 45 discs must be used.
3. A maximum of 5 points (discs) can be given to any one goal.
4. There must be at least one goal in the final rating (individual or small group) with a rating of five.
5. A goal may be given no points at all.

Rules for converting individual scores to small group score.

1. Average all the individual scores on a particular goal.
2. Place discs on the small group board to represent the score. (It is usually best to round down initially. For example, an average score of 2.33 would result with two discs being placed on the board.)
3. When all goals have been rated, group negotiates until a consensus is reached on the small group score. The rules for rating goals apply to small group rating as well as individual rating.

Rules for converting small group score into total group score.

1. The small group scores are averaged and discs placed on a single board.
2. Representatives from each team are chosen to negotiate final ratings.
3. The exercise is structured in order to insure a chance for representatives and team members to check on negotiation progress.
4. Work for consensus. Place a liberal time limit on process if needed.

DAY 3, A.M. SESSION
GOAL PRIORITIZATION

INDIVIDUAL GOAL RATING SHEET

GOAL	SCORE
A. STUDENTS WHO ACHIEVE THEIR POTENTIAL	_____
B. STUDENTS WITH EFFECTIVE DECISION-MAKING AND PROBLEM SOLVING SKILLS	_____
C. STUDENTS WHO MAKE APPROPRIATE LIFE DECISIONS	_____
D. STUDENTS WITH AWARENESS, INSIGHT AND UNDERSTANDING OF SELF	_____
E. STUDENTS WHO COMMUNICATE EFFECTIVELY	_____
F. STUDENTS WHO DEMONSTRATE EFFECTIVE INTERPERSONAL RELATIONSHIPS	_____
G. STUDENTS WHO ACCEPT THEIR LIMITATION AND DEVELOP STRATEGIES TO COPE WITH THEM	_____
H. STUDENTS WHO VALUE THEMSELVES	_____
I. STUDENTS WITH UNDERSTANDING AND CONSIDERATION OF OTHERS	_____
J. STUDENTS WHO ARE SELF MOTIVATED	_____
K. STUDENTS WHO HAVE POSITIVE FEELINGS ABOUT THE SCHOOL ENVIRONMENT	_____
L. STUDENTS WHO VALUE PHYSICAL HEALTH AND DEVELOPMENT	_____
M. STUDENTS WITH A POSITIVE VALUE SYSTEM	_____
N. STUDENTS WHO ACCEPT RESPONSIBILITY FOR THEIR BEHAVIOR	_____
O. STUDENTS WITH EFFECTIVE INTERACTION WITH COMMUNITY, SCHOOL AND FAMILY	_____
P. STUDENTS WHO APPRECIATE THAT LEARNING IS A LIFE-TIME EXPERIENCE	_____
Q. STUDENTS WHO DEVELOP LEISURE TIME SKILLS	_____
R. STUDENTS WHO VALUE EMOTIONS OF SELF AND OTHERS FOR MENTAL HEALTH	_____

CHART OF AVERAGES

If the total group score is	.....The average group score is..... (GROUP OF FOUR)	(GROUP OF THREE)	(GROUP OF FIVE)
1	.25	.33	.20
2	.50	.67	.40
3	.75	1.00	.60
4	1.00	1.33	.80
5	1.25	1.67	1.00
6	1.50	2.00	1.20
7	1.75	2.33	1.40
8	2.00	2.67	1.60
9	2.25	3.00	1.80
10	2.50	3.33	2.00
11	2.75	3.67	2.20
12	3.00	4.00	2.40
13	3.25	4.33	2.60
14	3.50	4.67	2.80
15	3.75	5.00	3.00
16	4.00		3.20
17	4.25		3.40
18	4.50		3.60
19	4.75		3.80
20	5.00		4.00
21			4.20
22			4.40
23			4.60
24			4.80
25			5.00

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Group #_____

SMALL GROUP MATHEMATICAL AVERAGES

GOAL	AVG.	GOAL	AVG.
A. STUDENTS WHO ACHIEVE THEIR POTENTIAL	____	J. STUDENTS WHO ARE SELF MOTIVATED	____
B. STUDENTS WITH EFFECTIVE DECISION-MAKING AND PROBLEM SOLVING SKILLS	____	K. STUDENTS WHO HAVE POSITIVE FEELINGS ABOUT THE SCHOOL ENVIRONMENT	____
C. STUDENTS WHO MAKE APPROPRIATE LIFE DECISIONS	____	L. STUDENTS WHO VALUE PHYSICAL HEALTH AND DEVELOPMENT	____
D. STUDENTS WITH AWARENESS, INSIGHT AND UNDERSTANDING OF SELF	____	J. STUDENTS WITH A POSITIVE VALUE SYSTEM	____
E. STUDENTS WHO COMMUNICATE EFFECTIVELY	____	N. STUDENTS WHO ACCEPT RESPONSIBILITY FOR THEIR BEHAVIOR	____
F. STUDENTS WHO DEMONSTRATE EFFECTIVE INTERPERSONAL RELATIONSHIPS	____	O. STUDENTS WITH EFFECTIVE INTERACTION WITH COMMUNITY, SCHOOL AND FAMILY	____
G. STUDENTS WHO ACCEPT THEIR LIMITATION AND DEVELOP STRATEGIES TO COPE WITH THEM	____	P. STUDENTS WHO APPRECIATE THAT LEARNING IS A LIFE-TIME EXPERIENCE	____
H. STUDENTS WHO VALUE THEMSELVES	____	Q. STUDENTS WHO DEVELOP LEISURE TIME SKILLS	____
I. STUDENTS WITH UNDERSTANDING AND CONSIDERATION OF OTHERS	____	R. STUDENTS WHO VALUE EMOTIONS OF SELF AND OTHERS FOR MENTAL HEALTH	____

Pupil Personnel Services
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Group # _____

SMALL GROUP RATING SHEET

GOAL	FINAL RATING
A. STUDENTS WHO ACHIEVE THEIR POTENTIAL	_____
B. STUDENTS WITH EFFECTIVE DECISION-MAKING AND PROBLEM SOLVING SKILLS	_____
C. STUDENTS WHO MAKE APPROPRIATE LIFE DECISIONS	_____
D. STUDENTS WITH AWARENESS, INSIGHT AND UNDERSTANDING OF SELF	_____
E. STUDENTS WHO COMMUNICATE EFFECTIVELY	_____
F. STUDENTS WHO DEMONSTRATE EFFECTIVE INTERPERSONAL RELATIONSHIPS	_____
G. STUDENTS WHO ACCEPT THEIR LIMITATION AND DEVELOP STRATEGIES TO COPE WITH THEM	_____
H. STUDENTS WHO VALUE THEMSELVES	_____
I. STUDENTS WITH UNDERSTANDING AND CONSIDERATION OF OTHERS	_____
J. STUDENTS WHO ARE SELF MOTIVATED	_____
K. STUDENTS WHO HAVE POSITIVE FEELINGS ABOUT THE SCHOOL ENVIRONMENT	_____
L. STUDENTS WHO VALUE PHYSICAL HEALTH AND DEVELOPMENT	_____
M. STUDENTS WITH A POSITIVE VALUE SYSTEM	_____
N. STUDENTS WHO ACCEPT RESPONSIBILITY FOR THEIR BEHAVIOR	_____
O. STUDENTS WITH EFFECTIVE INTERACTION WITH COMMUNITY, SCHOOL AND FAMILY	_____
P. STUDENTS WHO APPRECIATE THAT LEARNING IS A LIFE-TIME EXPERIENCE	_____
Q. STUDENTS WHO DEVELOP LEISURE TIME SKILLS	_____
R. STUDENTS WHO VALUE EMOTIONS OF SELF AND OTHERS FOR MENTAL HEALTH	_____